Missouri Reading First

Annual Performance Report

2005

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2004-2005 State Evaluation Report

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Overview

Reading First is a federal initiative authorized by the amendments to Title I, Part B, Subpart 1 of the Elementary and Secondary Education Act through the No Child Left Behind Act of 2001. The ultimate purpose of the Act is to ensure that all children read at grade level in English by the end of third grade. In support of this goal, funds are provided to states to support comprehensive, scientific reading research-based programs to improve reading instruction at selected Reading First schools, as well as more broadly in the state. Building off of the success of its predecessor, Reading Excellence Act, Missouri Reading First addresses this goal through intense professional development and technical assistance support of Reading First sub-grantees throughout the state.

State Reporting and Evaluation

The Missouri Reading First program was designed to improve reading instruction and student achievement through the implementation of professional development activities for teachers and administrators, and through the implementation of approved scientifically based reading programs. The Missouri Department of Elementary and Secondary Education (DESE) recognizes the critical role classroom assessment and program evaluation activities play if the goals of Missouri Reading First are to be successfully realized.

Implementation of the external evaluation reflects a collaborative effort by DESE and the University of Missouri-St. Louis (evaluation contractor). Pursuant to the requirements of the Government Performance and Results Act (GPRA) Missouri Reading First Processes and Outcomes will be identified as inputs, outputs, outcomes, and impacts.

Evaluation Plan

Purpose. The Missouri Reading First evaluation design provides critical information for the effective implementation of Missouri Reading First at state and local levels.

According to the State Education Agency (SEA) funding proposal, the evaluation plan must be able to provide information on program implementation process and on program outcomes, or both formative and summative evaluation. Timely, relevant process information is needed to ensure the appropriate and effective implementation of the

Missouri Reading First plan, both at local and state levels. Summative information is required to measure the achievement of the Missouri Reading First goals of significantly improving reading instruction and consequent reading achievement.

The evaluation design is limited this year to establishing a baseline for student performance as measured by the difference between pretest (fall Benchmark) and posttest (spring Benchmark) on the *Dynamic Indicators of Basic Early Literacy Skills* (*DIBELS*) for children enrolled in grades kindergarten through third in Reading First schools. A control group is not available for statistical analysis. MAP scores established baseline data for third grade students enrolled in Reading First. Communication Arts scores for each district from 2004 are compared with district scores for 2005.

The evaluator considered three questions when constructing the evaluation design:

1. What kinds of evidence does the SEA need to demonstrate progress toward meeting the requirements and implementation of program components detailed in the state grant application describing the Missouri Reading First goals?
2. What specific characteristics in student performance should be examined to determine the extent to which the student achievement goals were achieved?
3. What specific aspects of teacher knowledge and practice should be examined to determine the extent to which scientifically based professional development affects classroom instruction?

Logic Model of the Evaluation Design. A logic model guides the evaluation design. The model frames the inquiry of understanding what the Missouri Reading First Program does and how these actions are linked to results. There are five core components in this depiction of the program action:

1. Inputs: resources, contributions, investments that go into Missouri Reading First
2. Outputs: activities, services, events and products that reach people who participate or who are targeted by Missouri Reading First
3. Outcomes: results or changes for individuals, groups, organizations, communities, or systems
4. Assumptions: the beliefs stated in the state's Missouri Reading First plan that describe the people involved, the context, and the way the designers of the plan thought Missouri Reading First would work
5. External Factors: the environment in which Missouri Reading First exists includes a variety of external factors that interact with and influence Missouri Reading First actions.

The evaluation questions for process and performance components are identified by logic model terms identified under the Government Performance and Results Act of 1993 (GPRA). The Act seeks to shift the focus of decision-making and accountability away from a preoccupation with the activities that are undertaken, such as grants dispensed or inspections made, to a focus on the results of those activities.

The process evaluation focuses on the quality and extent of program activities at the state and local (LEA) levels. The outcome evaluation is concerned with changes in teacher

practice and knowledge (intermediate outcomes) and with improved student achievement in the area of reading (program goals). Each separate program activity is associated with evaluation questions that guide investigation.

Ethical Issues

Informed Consent.

The LEA Reading First Application (MO500-2426) under Section IV – Assurances and Certification requires the applicant to assure the Department of Elementary and Secondary Education that it shall:

> Keep records for a period of three years and provide such information as may be necessary for fiscal and program auditing and for program evaluation, and provide DESE any information that it may need to carry out its responsibilities under the program.

The evaluator received three sets of *DIBELS* Benchmark scores, Terra Nova, and MAP scores for students enrolled in Reading First Schools. Mid-year DIBELS benchmarks and Terra Nova scores were not statistically analyzed.

Confidentiality and Anonymity.

All information collected by the evaluator was held in strict confidence. These scores were transmitted electronically to DESE by Wireless Generation, Inc. DESE then transmitted the data to the evaluators for analysis. LEA teachers, coaches, and principals have electronic access via Wireless Generation, Inc. to student data (mClass *DIBELS*). The evaluator was also given the access codes to these scores with written permission from each LEA. Students were assigned identification codes by Wireless Generation, Inc. MAP scores were aggregated data by LEA collected by DESE and transmitted electronically to the evaluator.

<u>Evaluation Activities and Timeline Year 2: October 1, 2004 – September 30, 2005</u>

The External Evaluator subgrant was awarded to the University of Missouri-St. Louis in August 2004. Dr. Tom Schnell and Dr. Lloyd Richardson serve as Principal Investigators. Dr. Jeri Levesque is the Evaluator. The evaluation team includes database designers, statisticians, and field evaluators.

The Evaluators scheduled monthly meetings with the State Coordinator, Kathy Parris and other interested DESE Reading First administrators. Minutes were recorded and disseminated for each meeting.

The evaluators constructed several instruments to respond to evaluation questions posed in the SEA Reading First plan. The evaluators designed, administered, and interpreted the following instruments: Interview Protocol for State Administrators, Professional

Development Survey for Reading First (teachers, reading coaches, and administrators who attended Reading First sponsored professional development).

Table 1
Evaluation Timeline October 1, 2004 – September 30, 2005

Evaluation Activity	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept
Evaluation Meeting	X	X	X					X			X	X
Attend Reading Specialist Meeting	X	X	X	X	X	X	X	X	X		X	X
Attend Leadership Team Meeting						X						
Attend MISSOURI READING FIRST Professional Development									X	X	X	X
Attend CRFTAC Training	X		X						X			
Attend PREL Conference									X			
Attend Reading First National Conference										X		
School Visits			X	X	X	X	X	X	X		X	X
Data Collection: Pro. Dev. Survey								X				
Data Collection: *DIBELS*	X				X				X			
Data Collection: Terra Nova											X	
Data Collection: MAP												X

School Visits

Two field evaluators (Kellie Quinn and Ralph Pickering) assisted the principal evaluator, Dr. Jeri Levesque in visiting Reading First schools and conducting structured interviews with the LEA program administrators and the reading coaches. The evaluators visited 46 schools and wrote reports that analyzed the key components of the school wide reading program including:

- Transition and Implementation
- Instructional Leadership
- Time management and scheduling

- Communication among school personnel
- Instructional planning
- Fidelity to the three-tier model
- Changes in teaching practices
- Professional development
- Student assessment
- Literacy environment and school climate
- Parental involvement.

Schools were selected for the site visits based on size (large districts took priority), reports by the Reading Specialists of implementation difficulties, and geographic proximity to schools already targeted by size and circumstance. Given the vast geographic distribution of the schools and the time needed to conduct a visit, the evaluators decided that an optimal number of schools to visit during the first year would reflect at least half of the total number of Reading First schools. The evaluators also attended regional meetings for principals and were able to conduct off-campus interviews.

During site visits the evaluators collected data using a structured interview (Local Education Agency Site Evaluation) to respond to the priority questions posed in the state's Reading First plan. The priority evaluation questions are:

- To what extent do Reading First LEA's/schools/classrooms implement high quality scientifically based reading research programs that include instructional content based on the five essential components of reading?
- To what extent do Reading First LEA's/schools/classrooms employ methods that include explicit instructional strategies, coordinated instructional sequences, ample practice opportunities, aligned student materials, ongoing assessment, small, same-ability flexible groups, dedicated blocks of reading time, and appropriate principal leadership?
- To what extent do Reading First LEA's/schools/classrooms meet end-of-school-year goals in phonemic awareness, phonics ability, fluency, vocabulary, and comprehension?
- To what extent do Reading First LEA's/schools/classrooms reduce the number of grades 1 – 3 students reading below level?
- Did Reading First LEA's/schools/classrooms increase the percentage of grades 1 – 3 students reading at or above grade level?
- To what extent do activities supported by Reading First promote gains in student reading achievement and lead to the desired goal of all children reading on grade level by third grade?
- What factors mediate the relationship of Reading First activities and student reading achievement and to what extent?

Process Evaluation Questions

Question 1a. To what extent has the Department of Elementary and Secondary Education (DESE) met Missouri Reading First requirements and implemented the program components detailed in their application?

Response 1a.

State Implementation

Missouri designed a multi-leveled infrastructure to implement Reading First. Each level is described below.

Level 1
Once the LEA sub-grants were awarded, the Missouri Reading First Reading Specialists assisted districts and schools to implement their sub-grants:

- Implementing and analyzing assessments
- Providing on-going high quality professional development based on scientifically based reading research.

Nine regional Reading Specialists delivered professional development for assessment and on-site technical assistance for all sub-grantees. On-site assistance was provided through school visits, coaches meetings, and grade level meetings for teachers. Professional development with a consistent message was provided in a variety of settings. All Reading Specialists provided *DIBELS* and *LETRS* training and guidance in their regions during the reporting year.

Reading First schools put into practice on-going systematic assessment using *DIBELS* and publisher criterion-referenced measures. Most (but not all) classroom teachers use handheld Palm Pilot® technology to perform *DIBELS* assessments. Those teachers not directly engaged in assessing had coaches or aides in their classrooms assisting with the process. Evaluators noted enthusiastic responses from most coaches and teachers asked for an opinion about the use of this new educational technology. Benefits cited included the immediate feedback on student progress to guide instructional decision-making.

Implementation of the Three-Tier Decision Making Model (University of Texas) was challenging for many teachers. Tier 1's flexible grouping and use of small groups were topics of regional coaches and grade level meetings throughout the year. The Professional Development Survey administered by the evaluator indicated that teachers were interested in more training on workstations and differentiated instruction.

Data provided to the evaluators was exclusive to students participating in Missouri Reading First. Unfortunately, without a control group of students who did not receive this experimental treatment, causal relationships between the Reading First program and student achievement cannot be inferred. However, student outcome data, as measured by pre (September 2004) and post (May 2005) scores on the *DIBELS* reflect a significant increase in scores for all *DIBELS* subtests across grade levels for Missouri Reading First schools.

Level 2
DESE Federal Instructional Improvement staff:

- Assisted district administrators review data, monitor progress, and suggest improvements in implementation to improve results
- Suggested additional training that may need to take place to assure the success of Missouri Reading First
- Assisted districts and buildings in choosing comprehensive reading programs that are research-based and aligned materials that will support the successful implementation of Missouri Reading First;
- Monitored the implementation of Missouri Reading First at the district and school levels in all areas of research-based instruction, appropriate and on-going professional development, appropriate evaluation of progress and results, and for reporting to the State Management Team about progress in the various sub-grants
- Monitored assessment data used to monitor overall progress for each sub-grant

Initially, DESE's Federal Instructional Improvement Staff assisted local schools with their Reading First applications. At the time of this report, the Federal Instructional Improvement (FIP) section did not work with Reading First. The role of the FIP staff is to work with Title I schools that are not funded by Reading First. The Director, Mike Alexander, participated in developing the initial state application. Once a Reading First administrative structure was set up at DESE, the Instructional Improvement section was no longer involved with Reading First.

Level 3
Technical Assistance from Federal Discretionary Grants staff:

- Provided meetings for eligible applicants

DESE Federal Discretionary Grants staff conducted meetings for eligible grant applicants in the nine regions of the state for each funding cycle. In November 2004, 208 districts attended the mandatory eligibility workshops for first year funding. Kathy Parris and De Frink Hedglin presented to attending districts.

Topics covered during the workshops include a definition of Reading First Goals, definition of SBRR, five components of reading instruction, four types of reading assessments (screening, diagnostic, progress monitoring and outcome), aligned professional development and the state infrastructure, identification of district management and professional development teams, and dynamic leadership.

DESE gave school districts guidance for selection of materials with an introduction of the *Consumer's Guide to Evaluate a Core Reading Program, Grades K-3 (Kame'enui & Simmons, 2000)*, Essentials of an Effective SBRR Reading Program, Instructional Programs and Aligned Materials, Classroom descriptions, Three-Tier Instruction explanation, and eligibility criteria.

Workshops were provided for second year grantees to review programmatic and fiscal expectations. There was some similarity to the first year presentation in topics covered during this presentation. The focus for second year grantees reflected professional development expectations, compliance, and the further implementation of the Three-Tier model at the classroom level.

Level 4
DESE Federal Programs Webpage
Reading First postings included:

- Missouri Reading First Guidance, including SBRR information
- Rubric for evaluating sub-grant applications
- A list-serve for Missouri Reading First discussion of questions, concerns and successes
- Schedule of technical assistance meetings, trainings, deadlines, and evaluation expectations
- Contact information for key DESE staff, Missouri Reading First Reading Specialists
- Link to DESE's "Best Practices, Reading" web page
- Information about the evaluation of Missouri Reading First

DESE's Federal Programs has a Webpage devoted to Missouri Reading First. It is divided into seven sections: forms, LEA application, SEA application, funding, eligibility, resources, and current issues. Each section is populated with a variety of resources. Links to other sites of interest are included. Information is updated periodically.

Applications are not posted on the site but rather are kept on file at DESE and are available for review. Key information for applicants is entered in a database and available by contacting the department or the district. Other information initially planned for web posting (training schedules, list-serve) is being handled regionally by the Reading Specialists rather than on the statewide platform.

Building a Statewide Infrastructure: Missouri Reading First Leadership Team
(*GPRA indicator of input*)

The SEA established the Missouri Reading First Leadership Team. According to the state's plan for Reading First, the responsibility of the Leadership Team is to oversee the efficient and effective implementation of Missouri Reading First by:

- Meeting periodically to review Missouri Reading First progress;

- Communicating with people across the state about the importance of the efforts to implement research-based reading in all schools
- Generating recognition of the importance of improved reading instruction
- Annually reviewing data from participating schools and districts to assess the implementation of Missouri Reading First
- Making recommendations for improvement
- Determining continued funding for participating schools and districts, especially at the end of three years
- Providing broad objectives for the evaluator

To date the following actions occurred in accordance with the state plan.

The Leadership Team met in March 2005, and is scheduled to meet in winter 2006. During meetings, members are updated on student progress and achievement data is shared. Leadership Team meeting minutes are kept on file at DESE.

Leadership Team members representing higher education reviewed program year one results with an eye toward impacting postsecondary teacher education programs. Several members have served as Reading First ambassadors at the state and local level and a few participated in the grant reading process.

During the initial year of Reading First, the Leadership Team made few specific recommendations regarding programmatic operations. Their role in year one was primarily ambassadorship. Recommendations for program improvement or systematic changes may be suggested after presentation of first year data.

The process for determining how funding will be continued or discontinued for participating schools and districts is still at the DESE policy formation level. The Leadership Team is not involved in these decisions at the time of this report.

The Leadership Team provided some broad direction to the evaluator by posing questions of interest from the data presented during the March 2005 meeting. The consensus was positive support for Reading First as demonstrated by DESE administration, the new level of reading experts providing consistent SBRR technical assistance and support directly to schools, and evidence of initial success with LEA implementation.

DESE Administrative Appointments (*GPRA indicator of input*)

DESE provides administrative oversight for Missouri Reading First and monitors compliance issues in terms of local and statewide fidelity. According to the SEA Reading First plan all DESE staff connected to Missouri Reading First will be involved extensively in the training of SBRR content.

The Federal Discretionary Grants staff consists of one director and two supervisors who manage the Missouri Reading First sub-grants. One supervisor serves as a liaison between DESE staff, the Reading First Leadership Team, the contractors for evaluation,

professional developers, and technical assistance. The second supervisor works with Reading Specialists to assist in providing high quality professional development.

The SEA committed the following staff to administer the Missouri Reading First Program:

Stan Johnson, Assistant Commissioner, DESE Division of School Improvement

The Assistant Commissioner has ultimate responsibility of overseeing the Missouri Reading First Program as designated by the Missouri Commissioner of Education. Provides division level support for Reading First staff and oversees project administration.

Percent of time devoted to the Reading First Program
Approximately 5%-10%

Dr. Delores (Dee) Beck, DESE Coordinator of Federal Programs

The Coordinator of Federal Programs directs all DESE staff and coordinates activities for Missouri Reading First. Oversees statewide Reading First operations and ensures that grant requirements are met across the state. On occasion, makes school visits and works directly with school superintendents when problems arise.

Percent of time devoted to the Reading First Program - Initially about 50% but has decreased with other responsibilities this program year to 20%

Craig Rector, Director DESE Federal Discretionary Grants

The Director of Federal Discretionary Grants manages the overall project. Ensures that staff remains on target relative to grant requirements and provides resources to meet programmatic objectives. During year three, a two-tier model of project monitoring will be implemented. Mr. Rector and another DESE staff member will visits schools and also conduct desk audits to ensure fiscal compliance.

Percent of time devoted to the Reading First Program –Approximately 20%

Kathy Parris, Supervisor DESE & State Reading First Contact – Discretionary Grants

Coordinates all Reading First meetings and professional development. Ms. Parris and staff will concentrate on monitoring local program fidelity. Works closely with local principals and literacy coaches regarding eligible grant instructional pedagogy and expenditures for materials, equipment, and supplies. Serves as liaison to RPDCs, Reading Specialists, superintendents, principals, and reading coaches.

Percent of time devoted to the Reading First Program – 100%

De Frink-Hedglin, Supervisor, Discretionary Grants

Works with Reading Specialists to assist in providing high quality professional development.

Percent of time devoted to the Reading First Program – 100%

Implementation and/or Operations Challenges Encountered by DESE

The evaluator interviewed each of the DESE Reading First staff to identify and address implementation and/or operational challenges. Data collected reveals the following five challenges.

Compliance.

DESE dealt with compliance issues with some districts. Some district administrators believed that Reading First funding once awarded could be spent as the LEA deemed appropriate rather than in strict accordance with their grant application. Compliance issues centered on expenditures for materials, professional development, and fidelity to the Three-Tier model of reading instruction prescribed by Missouri Reading First.

When compliance problems were identified, DESE staff took immediate action by speaking with LEA administrators and/or visiting the schools to investigate the circumstances. Reading Specialists and/or DESE staff also requested that the evaluator visit the schools to conduct a field evaluation. Evaluation reports detailed program implementation and were filed with DESE. Recommendations for compliance and program improvement were then issued by DESE with an appropriate timetable for monitoring and compliance.

Implementation.

The majority of Reading First schools reported some degree of initial difficulties when implementing the new program. The magnitude of change was difficult for many schools despite their strong commitment to make adequate yearly progress in reading. DESE ensured LEA administrators that the Reading Specialists and Reading First Supervisors would coordinate efforts to provide timely professional development, technical support, and if necessary, additional resources to make the program a success.

Program Fidelity.

DESE staff interviewed by the evaluator expressed concern that program monitoring must be vigilant to prevent violations of program fidelity. Reading First is a highly prescriptive instructional design based on the Three-Tier model of instruction.

Tier I is made up of three primary attributes: (a) a core reading program based on

scientific reading research, (b) benchmark testing of students to determine instructional needs at least three times per year (fall, winter and spring), and (c) ongoing professional development to provide teachers with the necessary tools to ensure every student receives quality reading instruction (Three-Tier Reading Model, 2003). Tier I is designed to address the needs of the majority of students. Classroom teachers are often able to meet the needs of those students by using flexible grouping and targeting specific skills for instruction.

Tier II focuses on the needs of those students where concentrated instruction within the classroom is insufficient. These students require additional instruction to the time allotted for core reading instruction. Tier II gives the students an additional thirty minutes of intensive small-group reading instruction daily. The aim is to support and reinforce skills being taught by the classroom teacher.

Tier III targets the few students who have received Tier II instruction and continue to show marked difficulty in acquiring necessary reading skills. These students require instruction that is more explicit, more intensive, and specifically meets their individual needs. In Tier III an additional thirty minutes can be provided for the students. Movement through Tier I, Tier II, and Tier III is a dynamic process, with students entering and exiting as needed (Three-Tier Reading Model, 2003).

Teachers are expected to provide differentiated instruction to students who flow between whole class and small group configurations. Instructional needs are determined by student performance on *DIBELS* subtests. All teachers are expected to provide a 90 minute protected period of daily instruction for all students, with an additional 30 minutes of instruction for students identified as “at risk” and in need of supplemental instruction. The program must also assure that the small number of children who continue to struggle will also receive an additional 30 minutes of intensive individualized instruction daily.

Expansion of the Reading First model to the intermediate grades.

DESE Reading First Supervisors receive numerous inquiries about funding to expand Reading First into grades four, five and six. DESE encourages districts to coordinate primary level initiative with the intermediate grades, though funding may not be co-mingled.

Working with Wireless Generation to collect statewide student achievement data has been challenging and time consuming.

Working with Wireless Generation to access DIBELS scores was difficult. Despite the contractual agreement between DESE and Wireless Generation, Inc., Wireless initially only allowed LEAs access to the DIBELS data. Data is transmitted in a manner that confounds data analysis and does not facilitate regional or statewide wide data aggregation nor analysis. Wireless did not release teacher codes in order for the evaluator to link students with teachers and track progress longitudinally. DIBELS data was not

released in a timely manner .which limited the evaluators' capacity to conduct extensive data analysis.

Reading Specialists through the Regional Professional Development Centers

Reading Specialists were hired as staff members of the nine Regional Professional Development Centers (RPDC). Positions were funded with subgrants made to the RPDCs from the Department of Elementary and Secondary Education At the end of the funding period seven additional Reading Specialists were hired bringing the total to 14 full time and two half-time employees.

Table 2
Regional Professional Development Centers Serving Reading First Schools

Region Code	Region	Location	Number of Reading First Schools
1	Southeast	Cape Girardeau	15
2	Heart of Missouri	Columbia	2
3	Kansas City	Kansas City	15
4	Northeast	Truman-Kirksville	9
5	Northwest	Maryville	8
6	South Central	Rolla	14
7	Southwest	Springfield	15
8	St. Louis	St. Louis	29
9	Central	Warrensburg	4

Levels of Professional Development

The RPDCs have made appropriate training space available for professional development. The Reading Specialists are contracted to provide Reading First on-site training and development for teachers and principals in Reading First LEAs in cooperation with the district reading coaches. They also provide follow-up and support in the form of coaching and mentoring at the building level. They are expected to work closely with principals to support ongoing involvement in the implementation of Reading First.

Unfunded Districts and Non-Public Schools

To the extent possible, the Reading Specialists work with unfunded districts and non-public schools to establish Reading First models. Since the ratio of Reading Specialists is

quite high in some areas, selected districts hired additional staff to assist with initiating Reading First. Funding for those staff positions was provided through the RPDCs that also provided scientifically based reading professional development for unfunded district personnel. Missouri Reading First information is made available during DESE's professional development sessions and statewide meetings for district administrators.

State Level Reading Professional Development (*GPRA indicator of output*)

Table 3
Levels of Professional Development

Level	Participants
Statewide	DESE staff, administrators, principals, reading coaches, higher education
Regional	DESE staff, administrators, principals, reading coaches, higher education, teachers
District	administrators, principals, reading coaches, teachers
Building	administrators, principals, reading coaches, teachers

Professional development training by Missouri Reading First is designated as project output activities. Members of the Leadership Team, DESE Instructional Directors and Supervisors, and the Reading Specialists attended the following professional development sessions:

- Differentiated Instruction
- Reading First Coaches
- Reading First Leadership and Program Administration

LEA Orientation to the Grant Competition (*GPRA indicator of output*)

To implement Missouri Reading First, DESE hosted a series of nine regional meetings during the winter of 2005 to introduce the Second Round of LEA competition for Reading First. Representatives from school districts were introduced to *Consumers Guide to Evaluating a Core Reading Program Grades K-3* (Kame'enui & Simmons, 2000). The *Consumers Guide* provides a formal tool for evaluating the adequacy of comprehensive reading programs, instructional strategies, and materials in terms of being aligned with scientifically based reading research (SBRR).

Sign-in rosters verified attendance at each session. There was no process evaluation instrument to determine participants' satisfaction with the *Consumers Guide*, training and DESE's orientation for the LEA applications.

Round #2 Grant Competition. (*GPRA indicator of outcome*)
For the second round 70 LEAs applied for funding. DESE awarded 13 new awards representing 31 participating schools. In addition, 56 districts, representing 82 schools received second year funding. Teams representing reading teachers, out-of-state consultants, higher education reading professors, RMC Research, and others with direct Reading First experience reviewed funding proposals. Reviewers were oriented and moderated by the State Coordinator. DESE staff supervised the three-day grant competition review process but did not serve as reviewers.

DESE awarded $12,093,132 as Flow Thru to the 13 second round award recipients (Table 4), and $ 12,012,038 to the 56-second year award recipients (Table 5). No Reading First subgrant awards were discontinued.

Table 4
Cohort #2 LEAs Funded for Reading First 2005-2006

County-District Code	District Name
005-127	Shell Knob # 78
009-080	Woodland R-IV
027-057	Prairie Home R-V
029-002	Dadeville R-II
029-004	Greenfield R-IV
046-135	Glenwood R-VIII
055-104	Miller R-II
058-106	Linn Co. R-I
061-156	Macon Co. R-I
094-076	Bismarck R-V
096-109	Normandy
102-081	North Shelby
115-115	St. Louis City

Table 5
Cohort #1 LEAs Funded for Reading First 2004-2005

County-District Code	District Name
005-128	Monett R-I
007-121	Miami R-I
015-003	Climax Springs R-IV
018-047	East Carter Co. R-II
018-050	Van Buren R-I
025-001	Cameron R-I
029-001	Lockwood R-I

County-District Code	District Name
030-093	Dallas Co. R-I
032-056	Union Star R-II
032-058	Stewartsville C-2
033-091	Oak Hill R-I
035-102	Kennett 39
036-133	Lonedell R-XIV
036-137	Sullivan
038-044	King City R-I
040-104	Laredo R-VII
041-004	Gilman City R-IV
043-003	Weaubleau R-III
044-083	Mound City R-II
046-137	Junction Hill C-12
047-062	Arcadia Valley R-II
048-078	Kansas City 33
049-140	Sarcoxie R-II
055-105	Pierce City R-VI
055-110	Aurora R-VIII
055-111	Verona R-VII
058-112	Brookfield R-III
061-154	LaPlata R-II
062-070	Marquand-Zion R-VI
062-072	Fredericktown R-I
065-096	North Mercer Co. R-III
066-103	Miller County R-III
072-066	Risco R-II
072-068	Portageville
075-084	Couch R-I
077-101	Bakersfield R-IV
078-001	North Pemiscot Co. R-I
078-002	Hayti R-II
078-012	Caruthersville 18
085-044	Richland R-IV
090-075	Centerville R-I
090-077	Bunker R-III
091-093	Ripley Co. R-IV
094-087	West St. Francois Co.
096-089	Ferguson-Florissant R-II
097-116	Miami R-I
099-078	Gorin R-III
099-082	Scotland Co R-I
101-107	Eminence R-I
105-123	Green City R-I
105-124	Milan C-2
106-001	Bradleyville R-I
108-144	Sheldon R-VIII
112-103	Seymour R-II
114-114	Mountain Grove R-III
114-115	Mansfield R-IV

Non-public School Participation

Twenty-eight nonpublic schools were involved in professional development provided for second round (Cohort #2) funded districts. Thirteen non-public schools were offered the same opportunities provided to first round grantees. Ten additional schools participated in Reading First program planning and intend to involve teachers in professional development offerings. Two schools involved in planning decided not to participate in any other aspect of Reading First at this time. Eight schools requested additional information from DESE and have not yet determined their level of participation (Table 6).

Non-public school principals according to the following criteria reported in Table 6 assessed Reading First participation:

1. Administrator and/or teachers in my school have been involved in the planning of these projects. I plan for my teachers and/or students to participate in these programs. (Twenty-three of 28 private schools agreed with this statement.)
2. I was invited to participate in planning but chose not to do so. My school will not participate in these programs. (One of 28 private schools agreed with this statement.)
3. Administrators and/or teachers in my school have been involved in the planning of the projects. I do not plan for my teachers to participate in these programs because of philosophical, religious, or other reasons. (Two of 28 private schools agreed with this statement.)
4. Administrators and/or teachers in my school have been involved in the planning of these projects, but the option for nonpublic participation does not seem equitable. Until changes are made for equitable options, I do not plan for my teachers to participate. (None of the 28 private schools agreed with this statement.)
5. Administrators and/or teachers in my school have not been properly involved in the planning of these projects. I need more information before I can decide whether or not my school should participate. (Three of 28 private schools agreed with this statement.)

Table 6
Consultation with Nonpublic Schools

School District	Nonpublic Schools	1	2	3	4	5
058-106 Linn Co, R-I	Locust Creek Mennonite		X			
061-156 Macon Co R-I	Immaculate Conception	X				
	Tri-County Christian	X				
115-115 St. Louis City	St Anthony of Padua	X				
	St Cecilia	X				
	Holy Trinity	X				
	Epiphany of Our Lord	X				
	Cathedral Basilica of St. Louis	X				
	St James the Greater	X				
	Holy Family	X				
	St Joan of Arc	X				
	St Gabriel	X				
	Our Lady of Sorrows	X				
	St Ambrose	X				
	Immaculate Heart of Mary	X				
	St Mary Magdalen	X				
	St Stephen Protomartyr	X				
	St Raphael the Archangel	X				
	St Margarets	X				
	St John the Baptist	X				
	St Marys High School	X				
	River Roads Lutheran					X
	Cent. Catholic/St Nicholas	X				X
	Messiah Lutheran					X
	St Roch	X				
	Ptah Academy of Arts and Sciences			X		
	St Francis Cabrini Academy	X				
	City Academy			X		

Expenditure of Reading First Funds to Implement the Program

Data reported by DESE indicate that the state had encumbered $16,127,503. Of this amount $4,395,486 has been spent, leaving a balance of $11,732,016 encumbered funds at the end of the 2004-2005 funding year (Table 8). Please note: Table 9 is the total of Tables 7 and 8 in all categories.

Table 7
2003-2004 Reading First Funds

Account	Encumbered Amount	Spent (Paid)
Flow Thru	$2,108,744	$4,130,315
Administration	$0	$528
Professional Development	$1,601,710	$224,708
Technical Assistance	$333,222	$0

Table 8
2004-2005 Reading First Funds

Account	Encumbered Amount	Spent (Paid)
Flow Thru	$11,701,022	$0
Administration	$0	$39,934
Professional Development	$254,580	$0
Technical Assistance	$128,225	$0

Table 9
Totals for Second Funding Year

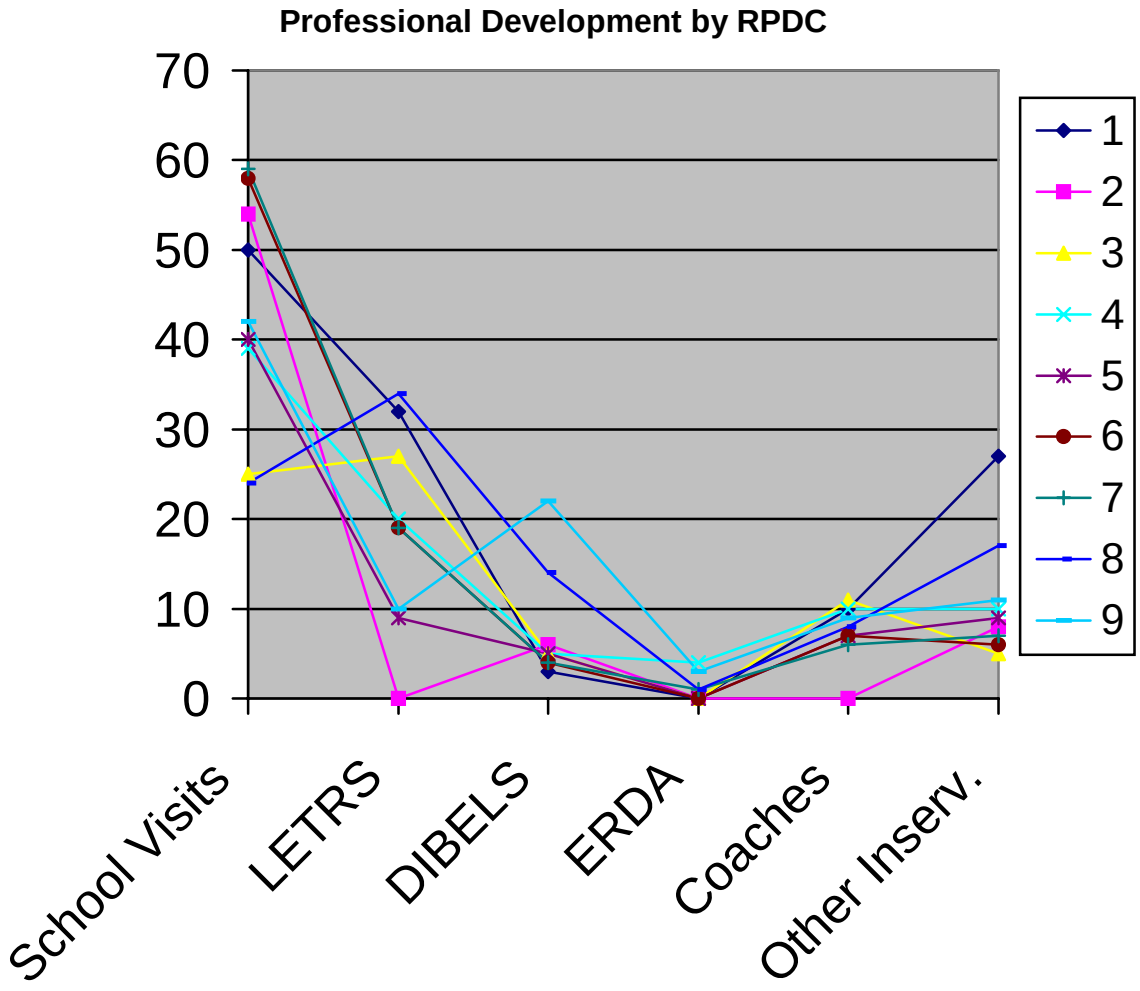
Account	Encumbered Amount	Spent (Paid)
Flow Thru	$13,809,766	$4,130,315
Administration	$0	$40,463
Professional Development	$1,856,290	$224,708
Technical Assistance	$461,447	$0

Professional Development for Missouri Reading First LEAs. (*GPRA indicator of output)* During the second program year, the nine Reading Specialists conducted regional professional development in-service programs addressing SBRR reading instruction and assessment and provided technical assistance workshops for eligible applicants. By September 30, 2005, approximately 1,313 classroom teachers, Special Education teachers, literacy coaches, and district administrators received Reading First professional development and technical support.

Table 10
Local Level Professional Development
Summary of Workshops and In-service Activities

Regional Professional Development Center	Total Number of School Visits	Number of *LETRS* Workshops	Number of *DIBELS* Workshops	Number of *ERDA* Workshops	Number of Coaches Meetings	Number of Other In-Service Workshops
Southeast	50	32	3	0	10	27
Univ.MO-Columbia	54	0	6	0	0	8
Kansas City	25	27	5	0	11	5
Northeast	39	20	5	4	10	10
Northwest	40	9	5	0	7	9
South Central	58	19	4	0	7	6
Southwest	59	19	4	1	6	7
St. Louis	24	34	14	1	8	17
Central - 9	42	10	22	3	9	11
TOTAL	391	170	68	9	68	100

Figure 1



Region Codes: (1) Southeast-Cape Girardeau; (2) Heart of Missouri-Columbia; (3) Kansas City; (4) Northeast/Truman-Kirksville; (5) Northwest-Maryville; (6) South Central-Rolla; (7) Southwest-Springfield; (8) St. Louis; (9) Central-Warrensburg

School Building On-Site Technical Assistance (*GPRA indicator of output)*

Nine Reading Specialists visit schools in their respective RPDC territory every month. The number of school visits per Reading Specialist ranges from a low of one visit in July, when the grant period began, to a high of 60 visits in March. Differences may be attributed to a number of variables including training responsibilities, unequal distribution of participating schools in regions, size of geographic area to be covered, and a stated variety of purpose for visits. For example, in one region, the Reading Specialist conducted classroom observations in the 90-minute block of reading instruction and regularly met with each teacher, the building reading coach, and the principals in her region. Another specialist only visits with principals, and a third specialist visits with coaches and administrators during training sessions.

Reading Specialists provided technical assistance and support through school visits over the course of the year. The two major metropolitan regions (St. Louis and Kansas City) each serve single districts with multiple buildings. Kansas City Metropolitan School District has 15 buildings participating, and Ferguson-Florissant (St. Louis) has 10 buildings. These two regions had the fewest number of school visits (25 and 24). The two Reading Specialists attribute the lower rate of on-site technical assistance to the extensive time commitment devoted to planning and delivering professional development for large numbers of staff in different buildings. Notes compiled by the evaluator from the monthly Reading Specialists meetings and monthly activity reports indicate the portion of time spent working with district personnel in planning meetings, department meetings, and district wide meetings.

The Southwest region had the most school visits reported (59). Notes indicate the Reading Specialist often visited several schools during a single day. The Southwest region has a number of schools closely clustered. Proximity of schools and length of visits (from 30 minutes to one hour per school) enhanced building accessibility. Table 11 provides a graphic representation of school visits by Reading Specialists.

Table 11
School Visits by Reading Specialists
July 2004-June 2005

Region	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total	Percent by Region
1	1	14	5	8	4	1	6	5	4	0	2	0	50	12.8%
2	0	6	7	6	6	3	6	3	9	6	1	1	54	13.8%
3	0	0	5	3	4	0	2	5	5	1	0	0	25	6.4%
4	0	0	7	7	7	2	1	0	7	6	1	1	39	10.0%
5	0	2	8	6	2	1	2	4	6	5	4	0	40	10.2%
6	0	1	4	6	6	3	8	7	9	8	6	0	58	14.8%
7	0	11	4	2	8	5	4	3	11	9	1	1	59	15.1%
8	0	2	1	0	0	0	2	4	4	1	9	1	24	6.1%
9	0	0	5	5	8	1	4	5	5	4	5	0	42	10.7%
Total	1	36	46	43	45	16	35	36	60	40	29	4	391	100.0%
Percent / month	0.3%	9.2%	11.8%	11.0%	11.5%	4.1%	9.0%	9.2%	15.3%	10.2%	7.4%	1.0%	100.0%	

Region Codes: (1) Southeast-Cape Girardeau; (2) Heart of Missouri-Columbia; (3) Kansas City; (4) Northeast/Truman-Kirksville; (5) Northwest-Maryville; (6) South Central-Rolla; (7) Southwest-Springfield; (8) St. Louis; (9) Central-Warrensburg

The Southeast, Northwest and South-Central regions are assigned a large number of schools (8-13 per region). Each of these specialists visited her schools on a rotating basis as documented in monthly reports. Regions with six or fewer schools (Columbia, Northeast and Central) visited all schools.

Professional Development Series: *LETRS* (*GPRA indicator of output)*

Eight of nine Reading Specialists provided regionally the *Language Essentials for Teachers of Reading and Spelling (LETRS)* program published by Sopris West. *LETRS* addresses each component of reading instruction: phonemic awareness, decoding, spelling and word study; oral language development; vocabulary; reading fluency; comprehension; and writing, as well as the foundational concepts that link them. Each module is written to engage learners with questions, problems, and tasks that lead to understanding and application. Modules selectively incorporate and recommend the use of readings, videos, and other media resources.

The most *LETRS* training took place during August. This is due to DESE's train-the-trainers schedule. The Reading Specialists completed *LETRS* modules with a national reading expert and then went back to their regions and provided the same training within days. Some schools began the academic year in early August, mandating a tight turn around from being trained to providing professional development.

The total number of professional development sessions provided by individual specialists ranges from nine (Central) to 34 (St. Louis). Variance may be attributed to the number of modules delivered at one session. Some Reading Specialists accommodated school schedules by offering short after school sessions on a single *LETRS* module. Others divided the training into one or two module increments and delivered them over the course of the year. Other regions devoted entire days at a time, and completed delivery before the end of January.

Table 12
***LETRS* Professional Development Sessions: Monthly Activity per Region**

Region	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total	Percent by Region
1	6	3	0	0	0	0	0	6	8	7	2	0	32	18.9%
2	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%
3	0	6	0	0	5	1	6	7	2	0	0	0	27	16.0%
4	3	6	0	2	3	0	2	2	2	0	0	0	20	11.8%
5	0	3	0	0	4	0	0	0	0	2	0	0	9	5.3%
6	6	0	1	2	0	0	0	3	2	4	1	0	19	11.2%
7	5	0	4	4	1	0	0	0	0	0	4	0	18	10.7%
8	1	1	8	9	7	4	1	1	2	0	0	0	34	20.1%
9	0	5	1	0	0	0	0	0	1	3	0	0	10	5.9%
Total	21	24	14	17	20	5	9	19	17	16	7	0	169	100.0%
Percent / month	12.4%	14.2%	8.3%	10.1%	11.8%	3.0%	5.3%	11.2%	10.1%	9.5%	4.1%	0.0%	100.0%	

Region Codes: (1) Southeast-Cape Girardeau; (2) Heart of Missouri-Columbia; (3) Kansas City; (4) Northeast/Truman-Kirksville; (5) Northwest-Maryville; (6) South Central-Rolla; (7) Southwest-Springfield; (8) St. Louis; (9) Central-Warrensburg

The Kansas City and Northwest regions used the train-the-trainer approach with *LETRS*. The Reading Specialists trained coaches who then were responsible for training teachers in their buildings. In all other regions teachers and coaches received *LETRS* information at the same time directly from the Reading Specialist.

LETRS activity increased during the months of February, March and April. Notes confirm regions delivered *LETRS* during these months to unfunded schools and/or schools in the grant application process.

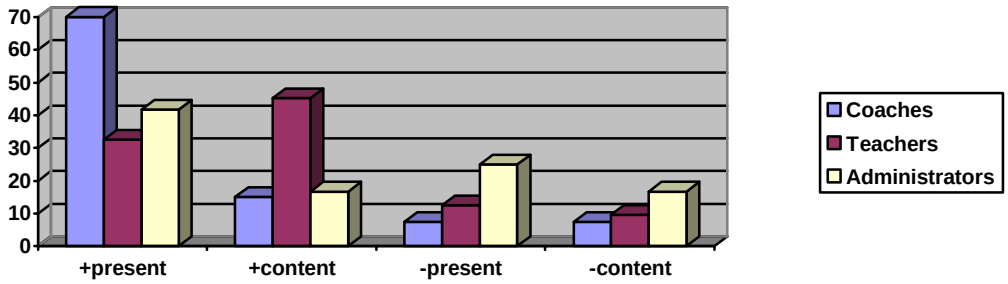
The Professional Development Survey was sent electronically to the Reading First principals in May 2005. Principals were asked to direct all Reading First classroom (kindergarten through third grade) special education teachers, and literacy coaches who attended *LETRS* training to complete and submit the survey. They were able to complete the *Survey* on-line (http://CTLSilhouette.wsu.edu/surveys/ZS36516). Thirty-two items were Likert scales that weighted responses to content (ex., item 30, "I was provided appropriate models for explicitly and systematically teaching comprehension strategies.").

The *LETRS* training received mixed reviews from coaches, teachers and administrators as noted by the evaluation team during interviews with school personnel during school visits. The Professional Development Survey distributed to all educators participating in funded Reading First Schools in May 2005, confirmed this data. Criticisms were both content focused and presenter specific.

The Professional Development Survey results indicated teachers had the greatest number of positive comments regarding content (i.e., phonemic awareness, fluency). Coaches had higher ratings on items that addressed presentation of the session. Administrators' positive comments were more targeted on presentation, but negative comments were evenly split between presentation and content. Item 40 of the survey was open ended and allowed written remarks on aspects of professional development.

Comments on item 40 such as, "Too much theory and lack of practical application" were noted in the Southwest region. Item analysis indicates respondents considered early sessions as redundant for experienced staff while later sessions were considered to be beneficial to staff in the South-Central region. Comments on item 40 from the Northeast region rated the *LETRS* as beneficial for staff. A number of respondents expressed satisfaction with the Reading Specialist's knowledge about scientifically based reading instruction.

Figure 2
Professional Development Survey
Respondents' Satisfaction with Professional Development



Key: + present = positive perception presentation - present = negative perception of presentation
+ content = positive perception content - content= negative perception of content

Professional Development Series: *DIBELS* (*GPRA indicator of output)*

The *Dynamic Indicators of Basic Early Literacy Skills* (*DIBELS*) are a set of standardized, individually administered measures of early literacy development, based on the findings of the National Reading Panel (1998). The assessment was developed at the University of Oregon. The state application requires that "all Missouri Reading First schools use the *DIBELS* assessment to measure phonemic awareness, phonics and oral fluency. *DIBELS* can be used for the purposes of screening, progress monitoring and outcome assessment."

The state sponsored a series of professional development sessions on scientifically based reading instruction and assessment for Regional Professional Development Center (RPDC) staff, DESE field staff, principals, and coaches during the summer of 2004. The presenters were nationally recognized experts recommended by Reading First Technical Assistance Centers. The nine Reading Specialists provided additional regional professional development on *DIBELS* assessment for school personnel unable to attend the statewide offering, and several offered follow-up sessions during the year. The range of activities went from three (Southeast RPDC) to 22 (Central RPDC). Variance may be attributed to distribution of funded schools. Other regions saw a spike in activity during the spring months due to increased work with unfunded schools as noted in submitted reports.

In November, technology specialists from each Reading First district were trained on a new phase of student assessment. DESE contracted with Wireless Generation, Inc. to provide: mCLASS:*DIBELS*. DESE's contract with Wireless provided a Palm OS® handheld for all of the Reading First K-3 classroom teachers, coaches and administrators. Training centered on skills such as how to convert from a paper and pencil *DIBELS* assessment to electronic administration and results. Administrators use the Palm Pilot® mCLASS: *DIBELS* to electronically provide prompts and automate scoring calculations and timing, eliminating paperwork and the need for a stopwatch.

Training and use of the Palm OS® handheld for student assessment was not available until December. All professional development conducted by the Reading Specialists for the first half of the year was based on paper and pencil test methods only. Notes confirm professional development during the second half of the year focused more on the interpretation of data than mechanics of the assessment itself.

Table 13

***DIBELS* Professional Development Sessions: Monthly Activity per Region**

Region	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total	Percent by Region
1	0	0	0	0	0	0	1	1	1	0	0	0	3	4.3%
2	0	0	0	0	0	0	1	2	1	0	2	1	7	10.1%
3	1	0	0	1	0	0	1	1	1	0	0	0	5	7.2%
4	0	1	1	0	1	0	0	2	0	0	0	0	5	7.2%
5	0	1	0	0	0	0	2	1	0	0	1	0	5	7.2%
6	0	0	0	0	0	1	1	1	1	0	0	0	4	5.8%
7	0	0	0	0	0	0	1	3	0	0	0	0	4	5.8%
8	1	1	0	0	0	2	2	2	1	0	0	5	14	20.3%
9	0	5	1	0	0	5	0	3	4	2	2	0	22	31.9%
Total	2	8	2	1	1	8	9	16	9	2	5	6	69	100.0%
Percent / month	2.9%	11.6%	2.9%	1.4%	1.4%	11.6%	13.0%	23.2%	13.0%	2.9%	7.2%	8.7%	100.0%	

Region Codes: (1) Southeast-Cape Girardeau; (2) Heart of Missouri-Columbia; (3) Kansas City; (4) Northeast/Truman-Kirksville; (5) Northwest-Maryville; (6) South Central-Rolla; (7) Southwest-Springfield; (8) St. Louis; (9) Central-Warrensburg

Coaching Technical Assistance (*GPRA indicator of output)*

Eight of nine Reading Specialists conducted meetings for reading coaches throughout the year. In one region, there was only one Reading First coach. The Reading Specialist met with the coach and four classroom teachers on a much more frequent basis. Meetings per Reading Specialist range from a low of 6 to a high of 11. Most Reading Specialists conducted monthly meetings for coaches. Some Reading Specialists met with coaches every other month. Southeast, Kansas City, and northeast regions met most with coaches, yet had differing numbers of schools and geographic matters to consider.

St. Louis and Kansas City had meetings sponsored and scheduled by the districts. Ferguson Florissant and Kansas City Public school districts sponsored and scheduled monthly coaches meetings. Reading Specialists attended meetings in which they were “invited” to participate.

Reading Specialists and coaches met most during the month of January, and least during June.

Table 14
Coaches Meetings by Reading Specialist
July 2004-June 2005

Region	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total	Percent by Region
1	2	1	1	1	1		1	1	1	1			10	14.7%
2													0	0.0%
3		2		1	1	2	2	1	1	1			11	16.2%
4			1	1	2		1	1	1	1	1	1	10	14.7%
5				1		1		1	1	1	2		7	10.3%
6			1				2		1	1	1	1	7	10.3%
7			1	1			1	1	1	1			6	8.8%
8	1	2	2	2		1							8	11.8%
9		1	1		1	1	1		1	1	2		9	13.2%
Total	3	6	7	7	5	5	8	5	7	7	6	2	68	100.0%
Percent / month	4.4%	8.8%	10.3%	10.3%	7.4%	7.4%	11.8%	7.4%	10.3%	10.3%	8.8%	2.9%	100.0%	

Region Codes: (1) Southeast-Cape Girardeau; (2) Heart of Missouri-Columbia; (3) Kansas City; (4) Northeast/Truman-Kirksville; (5) Northwest-Maryville; (6) South Central-Rolla; (7) Southwest-Springfield; (8) St. Louis; (9) Central-Warrensburg

Technical Assistance: Teachers Meetings (*GPRA indicator of output)*

Only the Northeast region reported conducting regular (quarterly) grade level meetings for teachers in the region. The Southeast and Central regions noted some teacher meetings during site visits. Kansas City and Southwest Reading Specialists re ported no teacher meetings for the year. Remaining regions conducted one or two meetings. Variance is not significantly correlated to training method used by the specialist in the region (train-the-trainer vs. training all school personnel).

Other Trainings and Commitments (*GPRA indicator of output)*

Each Regional Professional Development Center is located on the campus of a state university. Three Reading Specialists (Southeast, Northeast, and Central) report regular presentations to and/or involvement with university student groups.

Several specialists have provided additional professional development sessions to Reading First schools. Though topics of sessions are related to Reading First concepts, this variance from the model creates inconsistency in the rate of delivery and the sequencing of the *LETRS* modules. Some of the Reading Specialists provided additional reading related workshops such as developing workstations and differentiated instruction.

RPDC commitments for Reading Specialists range from random to regular monthly assignments. Six of the nine Reading Specialists regularly attend monthly staff meetings of schools in their regions. Those six Specialists also serve as members of the RPDC Success Teams. The Team's function is to serve as a resource to local Success Districts as they implement local school

improvement action plans. They also serve on local Success Teams as requested by district administrators and assist in the identification and dissemination of successful practices concerning improved student and district performance.

Reading Specialists each attended 29 days of statewide professional development sessions. In addition to these required sessions, Specialists devoted time to their own professional development. The amount of time spent ranged from seven to 31 days of national travel and professional development sponsored by the U.S. Department of Education through regional providers, as well as state and regional sponsored events.

Reading Specialists attended meetings during the grant year. The number of meetings range from four to 25 and includes regional professional meetings (ex., principals' groups) and work grant applicants. Statewide meetings and professional development commitments are not counted in this category.

Table 15

Local Level Professional Development
Summary of Workshops and In-service Activities

Regional Professional Development Center	Number of Workshops and Inservice Activities	Total Teachers Served	Number of Reading Coaches
Southeast	27	180	19
Univ. MO-Columbia	8	4	1
Kansas City	5	154	15
Northeast	10	55	8
Northwest	9	56	9
South Central	6	97	13
Southwest	7	193	17
St. Louis	17	91	10
Central -9	11	20	5

Figure 3

Comparison of Professional Development Educators Served 2003 – 2004

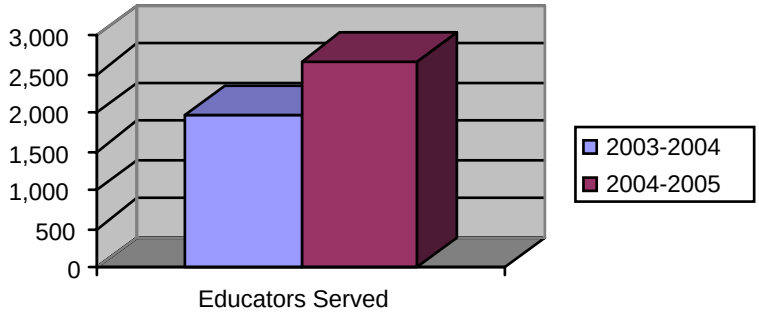
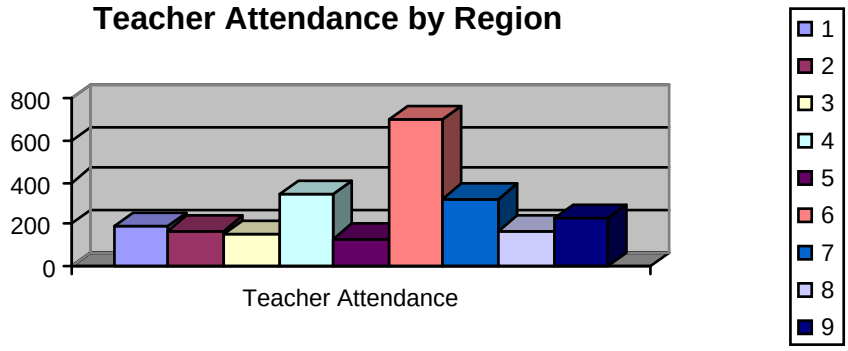


Figure 4



Region Codes: (1) Southeast-Cape Girardeau; (2) Heart of Missouri-Columbia; (3) Kansas City; (4) Northeast/Truman-Kirksville; (5) Northwest-Maryville; (6) South Central-Rolla; (7) Southwest-Springfield; (8) St. Louis; (9) Central-Warrensburg

Process Evaluation Question 1b. What were the problems and issues for program development and implementation encountered by DESE? How were issues resolved? What issues remain?

Process Evaluation Response 1b.

State Management Plan. (*GPRA indicator of outcome)* DESE encountered challenges of expanding reading efforts into the upper grades (grades four through six) and encouraging schools to sustain Reading First beyond the grant years. DESE is encouraging districts to coordinate primary level reading initiatives with grades four and up. Evaluators did observe plans in a limited number of schools to expand Reading First into the intermediate grades. While ready solutions to future funding problems are yet to be determined, discussions of alternatives are beginning to occur.

The Leadership Team. (*GPRA indicator of output)* Several members have served as Reading First ambassadors at the state and local level and a few participated in the grant reading process. Members representing higher education are reviewing results with an eye toward impacting postsecondary teacher education programs. The Leadership Team has made few specific recommendations regarding programmatic operations. As reported to the evaluator by DESE administrators, those in leadership roles are monitoring for compliance and ambassadorship. The Leadership Team only met once during the reporting year. The program agenda included a review of grant activities and the initial findings regarding statewide implementation. Compliance monitoring was not addressed during the meeting.

One member expressed the only concern registered by the Leadership Team. She questioned whether Reading First was any different from professional development provided by the Missouri Reading Academy. The State Coordinator responded that guided reading instruction, as defined by the Academy, differs significantly from the Three-Tiered model of differentiated

instruction endorsed by Reading First. The Coordinator also stated that Reading First instruction is guided by scientifically based reading research and objective student assessment.

At the next Leadership Team meeting, scheduled for the winter of 2006, baseline student achievement data and program highlights will be reviewed. After receiving this information the Leadership Team may be more active in terms of making recommendations. Leadership Team meeting minutes are kept on file at DESE.

Process Evaluation Question 2

How are Missouri Reading First implementation problems identified and addressed?

Process Response 2

Monthly Meetings with the Reading Specialists. (*GPRA indicator of output)*

The state Reading First Coordinator and Supervisor met monthly with the Reading Specialists for two full days. They discussed information shared with the State Coordinator from the many national meetings she attends regarding Reading First administration. Reading Specialists regularly raise questions regarding local implementation. Evaluators routinely attend these meetings. According to meeting notes kept by the evaluators, the most persistent questions regard efforts by local reading coaches to ensure that teachers understand how to practice differentiated instruction during Tier 1 once students are grouped. According to the Reading Specialists, differentiated instruction and small group management are particularly challenging for teachers whose practice was framed by models of guided reading and whole language where large group instruction was the norm.

Other issues regard helping principals understand the importance of fidelity to the Three-Tier model that is guided by regular, systematic student assessment. The role of instructional leadership was often cited as critical to successful program implementation and improved student achievement.

The evaluators visited 46 schools and conducted structured interviews with the building administrators, some superintendents, and reading coaches. Schools received a follow-up report that summarized findings concerning program implementation, instructional leadership, time management, communication and collaboration, professional development, student assessment, and parental involvement.

The interview protocols were analyzed and the following points were illuminated in

response to the following Priority Evaluation Questions posed in the state's Reading First Plan:

- To what extent do Reading First LEA's/schools/classrooms implement high quality scientifically based reading research programs that include instructional content based on the five essential components of reading?
- To what extent do Reading First LEA's/schools/classrooms employ methods that include explicit instructional strategies, coordinated instructional sequences, ample practice opportunities, aligned student materials, ongoing assessment, small, same-ability flexible groups, dedicated blocks of reading time, and appropriate principal leadership?

Primary Transition Problems (*GPRA indicator of outcome)*

Limited experience with teaching from a core or basal reading program.

Commercial programs are designed to match learners with appropriate levels of text difficulty, direct and explicit skills instruction, practice opportunities, and assessments. Currently, there are three predominant models of reading programs: core programs (also known as basal programs), supplemental programs, and intervention programs (Simmons & Kame'enui, 2003).

Core or basal programs are designed to meet the learning needs of most students. Programs are tools for teachers to ensure that children learn enough on time (Vaughn et al., 2001). Program components across publishers include teacher manuals, student readers, student workbooks, and assessment packages. Teachers use these tools on a daily basis to teach reading by following lesson plans that are systematically laid out in the teachers' manuals.

Nearly all districts and buildings reported initial difficulties implementing Reading First. It was challenging and stressful to coordinate planning, professional development, scheduling, and basal implementation within a compressed timeframe. In a few instances, late delivery of core materials exacerbated an already demanding transition.
Schools utilizing a core program for the first time reported the most difficulties. Those with a core program previously in place and schools whose teachers had limited prior professional development in SBRR/SBRI reported far fewer transition problems.

Core Program Adoption

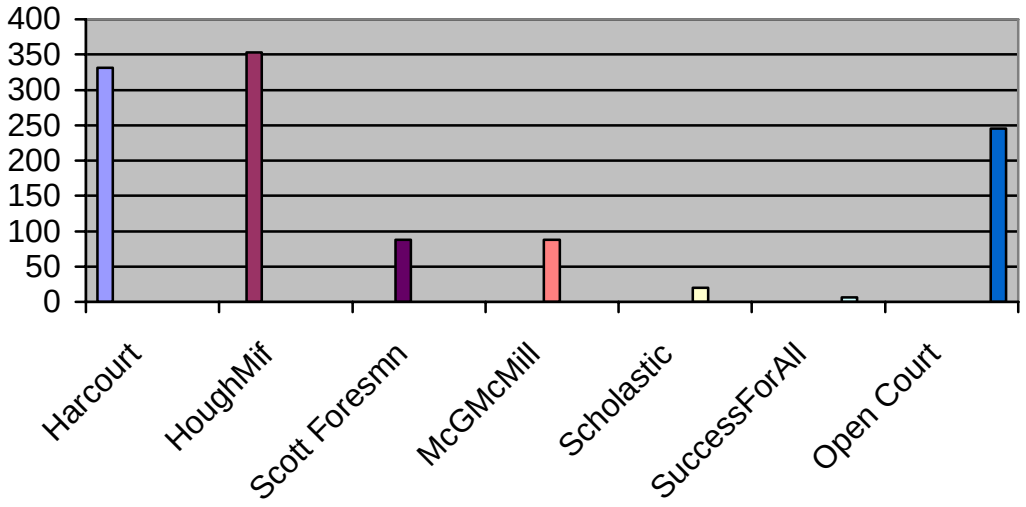
All Reading First Schools adopted core programs. Program adoption patterns are:

- Harcourt, Trophies: 7 districts that include 32 buildings and 331 classrooms
- Houghton Mifflin, Nations: 27 districts that include 28 buildings and 208 classrooms
- Houghton Mifflin (no series title): 10 districts that include 13 buildings and 123 classrooms
- Houghton Mifflin, Legacy: 2 districts = 3 buildings and 22 classrooms

The total Houghton Mifflin core programs that were adopted in Missouri Reading First includes 39 districts that include 45 buildings and 353 classrooms. These adoptions include:

- Open Court: 5 districts that include 20 buildings and 245 classrooms
- Scott Foresman: 8 districts that include 8 buildings and 88 classrooms
- McGraw McMillan Hill: 6 districts that include 6 buildings and 88 classrooms
- Scholastic Literacy Place: 1 district that includes 1 building and 20 classrooms
- Success for All: 1 district that includes 1 building and 6 classrooms

Figure 5
Core Programs in Reading First Classrooms



Scheduling a protected 90-minute, uninterrupted block of time for reading instruction.
Scheduling the reading block was problematic for many schools. This was particularly evident in large schools and in schools where teachers were also assigned to the upper grades. Sharing of title, special education, art, music, or physical education teachers forced schedule adjustments to accommodate 90-minute reading blocks along with other subjects.

Most schools preferred scheduling reading blocks during morning hours. In larger and shared teacher schools, exclusive morning reading blocks could not be scheduled because coaches would be unable to fully participate in the 90 minute reading block on a weekly basis. Schools faced with this dilemma generally moved some reading blocks to early afternoon to meet the coaching requirement.

Full and voluntary commitment to the Reading First program.
While all schools visited noted “buy in” by the majority of teachers, many reported initial resistance to change among a minority of teachers. Most initial resistance seemingly centered upon implementing new teaching pedagogy and uncertainty surrounding the role of the coach in the classroom (i.e. instructional support and training vs. performance evaluator). Less resistance was reported among schools where teachers were involved early in various grant related

activities (i.e. developing the consumer's guide, grant writing, reviewing potential basal programs, schedule planning, etc.).

There is anecdotal evidence that initial resistance to change was more prevalent among veteran teachers than the ones with less experience. Some principals note that first year teachers were most enthusiastic about Reading First and their basal programs.

Transient student populations.
Several schools reported significant transient populations that complicated reading efforts. Frequent student turnover in classrooms placed an additional burden upon teachers and staff. Those students coming into schools from non Reading First districts had to be acclimated to the program. Students also moved out of the district only to return later with faltering reading skills. These situations were addressed at each location but not without difficulty.

Socio-economic difficulties and limited parental involvement.
High poverty rates and corresponding socio-economic difficulties created problems in certain locations. Lack of parental involvement, excessive student absences, parental neglect, crime, and health related issues at times caused children to fall behind at school.
In a few districts, the Reading First effort was initially hampered due to a lack of administrative support and open resistance to meeting the requirements of the grant. Reading First evaluators and DESE staff members are assessing the fidelity of these programs and determining their future viability.

There is widespread concern, across regions, that Reading First does not adequately address the teaching of writing.
A number of principals and coaches expressed concerns about the lack of writing instruction included in Reading First. The issue centers upon the writing component of MAP and whether students will receive enough writing development to be successful on the MAP test.

Several principals and coaches noted that third grade students were making writing progress in conjunction with reading improvement. They did not think more attention to writing was necessary. They reported that writing skills were further developed in other subject areas outside of the reading block.

Some schools are extending Reading First into the intermediate grades.
At least ten districts are expanding core programs and Reading First methodology into upper grades, particularly 4^{th}-6^{th} grades. Funding for core materials were paid through district funds. Title I teachers and aids were in many cases prepared to extend their efforts to implement the program schoolwide.

Literacy-rich school environments were evident, with few exceptions.
In the vast majority of classroom visits and building tours, evaluators noted core materials being utilized during whole group, small group, and workstation activities. Teachers and students alike demonstrated considerable enthusiasm and were actively engaged in nearly all settings. With a few exceptions, classrooms and buildings were well organized and student work was posted throughout.

Program implementation was complete by second semester.
Nearly all schools overcame implementation problems by late fall or early spring. Scheduling uninterrupted reading blocks and integration of Reading First pedagogy was accomplished, and according to interviews were largely working very well. A number of principals attributed progress to dedicated and hard working teachers, continuous professional development, excellent core programs, student assessment, and outstanding guidance from literacy coaches.

Nearly all schools visited have their core programs firmly in place and are conscientiously adhering to the methodology. Staffs were pleased with results realized during the first year and appear to be staunch supporters of scientifically based reading instruction.

All schools visited by the evaluator were providing supplemental and intervention instruction beyond the 90-minute block.

Consistent employment of systematic, objective, and ongoing student assessment to guide instruction.
All Reading First schools consistently utilized *DIBELS* and core assessments to specify individual student needs, group students accordingly, and provide differentiated instruction to accommodate every student.

Principals, coaches, teachers and reading specialists interviewed cited DIBELS assessment as a key ingredient in fostering change. Enthusiasm for Reading First increased once teachers began to monitor progress and see positive results. Assessment provided a timely means of identifying struggling students and pinpointing specific supplemental and intervention needs.

Special Education inclusion in the Tier I Classroom Reading Block.
In many schools, Title I and/or Special Education teachers were "pushing in" during the reading block to provide additional support for struggling students. In general, schools were pulling fewer students from the reading block and report fewer special education referrals than in previous years.

Staff interviewed by the evaluator cited Reading First as key to efforts by Special Education teachers to practice inclusion. This is an instructional approach where students with special needs are included in whole class content instruction. Students appear to have benefited by inclusion in the reading block and were only "pulled out" if deemed necessary or to comply with IEPs.

Infusion of educational technology to support instruction and assessment.
Supplemental funding provided by DESE was much appreciated by grant recipients, allowing for purchase of such items as Smart Boards®, workstation materials, classroom libraries, and additional classroom computers. Principals noted that these purchases would have been impossible without the supplemental DESE funding.

Teachers using Smart Boards® during classroom instruction are very pleased with the technology and the flexibility they allow during whole group, small group, and workstation activities.

Increasingly positive student attitudes regarding reading.
During school visits, administrators and coaches frequently told the evaluators that their students were taking more personal responsibility for their reading progress. Students appear to enjoy *DIBELS* assessments and often competed against themselves to improve their benchmark scores.

Additional opportunities for reading support.
A number of schools are providing supplemental instruction after school hours for those students assessing below grade level. In some cases, this additional instruction is mandated while in others it's on a volunteer basis as determined by parents and school personnel. The evaluators expressed concern that supplemental, (Tier II) and intervention, (Tier III) time periods must take place during the regular school day.

Positive school staff perceptions about the Reading First Program.
Overall, much progress has been made over the course of the year. Administrators, coaches, and teachers are overwhelmingly pleased with Reading First and their basal programs. Nearly all schools report student reading progress albeit not all students are yet at grade level. With much of the transitional work behind them, they look forward to next year and are anxious to realize continued reading progress.

Second DIBELS benchmarks and progress monitoring demonstrate significant student growth in all schools visited by the evaluators.
Reading progress in all K-3 grade levels was noted by the principals and coaches visited. Student progress was reported for kindergarten and first grades across regions.

Instructional Leadership (*GPRA indicator of outcome)*

Performance Expectation.
LEA applicants for Reading First funding completed a proposal that included a description of the commitment of the leadership to the principle that all children can be taught to read. The proposals described the roles of the superintendent and building principal in maintaining focus and assuring adequate resources, removing barriers to success, protecting instructional time and providing time in the schedule for teachers and principals to share what they have learned.

Applicants also described how data will be used to provide extra help and support for teachers where needed. The proposals detailed the hiring of a sufficient number of coaches to provide support for good implementation of all aspects of the program. Proposals also assured the hiring of one coach for every 20 teachers, including K-3 classroom, K-3 ELL, K-3 special education, and K-3 Title I.

The following narrative describes generalized findings by the evaluator during school visits.

Principals demonstrated strong and positive leadership.
School principals generally provided strong leadership in terms of implementing Reading First and ensuring the fidelity of the program. Principals by and large described their instructional leadership and decision making as participative, shared, cooperative, and collaborative. For the

most part, coaches and teachers were given the authority to make instructional decisions with oversight provided by the principal.

Regular communication with staff regarding the reading program.
Principals and coaches adhered to open door policies and were accessible to teachers. Most reported daily interaction with coaches and teachers to address a variety of reading related topics.

Regular observations of reading instruction.
Principals regularly observed teachers during the 90-minute reading blocks. These were described as brief and informal visits rather than longer, more systematized observations linked to constructs of reading instruction. A number of principals reported that they observed each teacher on several occasions and at different times in order to better understand teachers' varying instructional approaches such as grouping, lesson design, classroom environment, construction of work/learning stations, and assessment practices.

Principal requests for a Reading First classroom observation instrument.
Most principals and coaches utilized some type of observation tool designed to assess reading instruction relating to the five reading components. However, almost every principal interviewed by the evaluators expressed a need for an observation tool that targeted the key constructs of Reading First. Principals requested a tool that would help them provide constructive feedback to teachers, facilitate coaching, lead to improved instruction, and ultimately generate improved student achievement.

An instrument to capture data during classroom observation was disseminated in July during the DESE sponsored Reading First training for Administrators. The evaluator designed an instrument for classroom observations to be implemented next year.

Adoption of the coaching model.
Coaches regularly participate in 90-minute reading blocks but some experienced difficulty working in a weekly 90-minute block for each teacher. Some schools adjusted their reading times to allow for this requirement.

Reading coaches were frequently lauded by principals as being critical to the success of Reading First. They provide professional development, support classroom practices, model techniques, observe teachers, offer instructional suggestions, assist teachers with analyzing assessment results, and recommend assessment based instructional activities.

Enhanced opportunities for grade level planning.
In larger schools, weekly or bi-weekly grade level reading meetings were the rule as were regular staff meetings that included all K-3 teachers. Small school principals, coaches, and teachers usually met more informally but also more frequently. Most had daily interactions between all parties in addition to regular staff meetings.

Reading coaches generally lead grade level meetings with principals participating as needed. Some schools held grade level meetings after school hours or during common planning periods. Frequent one on one interaction among the principal, coaches, and teachers supported these meetings.

Systematic, objective student monitoring.
DIBELS assessments informed grouping decisions, planning for instruction, and identifying intervention needs. Principals, coaches and teachers reviewed *DIBELS* assessments and monitored student progress. Coaches met frequently with teachers to review assessment results and determine the most effective pedagogy for individual students.

Regional reading specialists provide ongoing professional development and support.
As a rule, RPDC Reading Specialists visited schools regularly and provided strong support in terms of professional development and grant administration.

Clear ongoing communication between DESE and Reading First LEAs.
Principals and coaches were pleased with the administrative and financial support provided by DESE. They also noted that communication with DESE Reading First staff was informational, supportive, and timely.

Positive endorsement of Reading First by superintendents and local school boards.
School principals almost universally acknowledge superintendents as supportive of reading efforts within their districts. Small districts seemingly had more day-to-day involvement of superintendents with some serving as both superintendent and principal. Superintendents at larger schools more often supplied administrative backing and vision rather than operational supervision. Nearly all superintendents interviewed by the evaluator visited Reading First classrooms and sat in for at least portions of the reading blocks.

Administrators interviewed by the evaluator reported that local school boards were very supportive of Reading First. Many districts have reading coaches and principals deliver progress reports and program activity updates on a regular basis. This action is reported to generate community support and enthusiasm for the Reading First program. The evaluators were informed by a number of administrators that School Board members visited Reading First classrooms to observe 90-minute blocks.

Professional Development (*GPRA indicator of outcome)*

Strong local commitment to the professional development model.
The vast majority of schools were firmly committed to the Reading First model of school improvement that directly links on-going scientifically based professional development with student achievement. Districts covered the costs for staff to attend training programs prior to implementing Reading First and also supported professional development throughout the year. Most districts mandate ongoing professional development on at least a monthly basis. Professional development was frequently held after regular school hours, on Saturdays, and during staff and grade level meetings. Principals largely attended professional development offered by DESE with the exception of those sessions restricted to coaches.

General satisfaction with professional development provided by core program publishers.
Publisher training was commonly rated as fair to good by principals and coaches. A small minority of those interviewed by the evaluator felt their training was good to excellent. These higher rankings were found primarily in schools where the publisher returned for two or more training sessions.

DIBELS Palm Pilot® training was rated as good in the majority of cases. In some regions, the initial training that included how to operate the Palm Pilot® was considered too basic and not extensive enough in terms of how to use assessment for instructional planning.

All coaches and teachers attended LETRS Training presented regionally by the Reading Specialists.
Nearly all coaches and teachers attended *LETRS* training provided by the RPDC although in some instances coaches conducted *LETRS* training locally. *LETRS* training offered through RPDCs received mixed reviews across the state. Staff interviewed by the evaluators expressed dichotomous opinions that either *LETRS* training sessions were good or not worth the extensive time commitment.

The Professional Development Survey was disseminated to all Reading First teachers, reading coaches, and principals. There were 639 respondents to the 31 items that assess Reading First professional development participants' perceptions of the effectiveness of the training sessions conducted by the Reading Specialists.

Accommodating a rigorous professional development schedule was challenging.
Scheduling staff development was problematic for some schools because substitutes were needed to cover classes while teachers were in training. In several cases, coming up with the required number of qualified substitutes was very difficult. Several principals and coaches believed that having coaches conduct *LETRS* training would work better; assuming coaches were adequately prepared to cover the instructional modules.

Principals were supportive of the train-the-trainer model.
Principals by and large believed that the train the trainer model has worked well, especially when coaches receive training and then trained staff.
Professional development and teaching methodology provided by coaches was universally reported as being critical to the success of Reading First.

The RPDC Reading Specialists were often credited by principals interviewed as being of assistance in providing professional development and helping with grant implementation and operations.

Interviews with principals and coaches identified some future training needs.
Most often noted as future training needs were; *DIBELS* interpretation and matching assessment to specific pedagogy; differentiated instruction techniques; additional training in small group instruction; and overall assessment driven teaching strategies.

Parental Involvement in Reading First (*GPRA indicator of outcome)*

Initially, parents were concerned about the intensity of Reading First.
Initially, a minority of parents expressed concern about the 90-minute reading block. A few felt the block was too long for students and that the emphasis on reading took away from other subject areas. These reservations were generally alleviated when student progress in reading became evident.

While all schools reported efforts to involve parents in Reading First, there were few instances of effective parent involvement programs.
All schools visited by the evaluators had made efforts to involve parents in the Reading First program. The focus of most parental involvement efforts was to inform parents about Reading First. Typically these included open houses, literacy nights, newsletters, sign-off reading assignments, Parents as Teachers programs, and parent-teacher conferences.

Administrators and coaches reported mostly positive comments from parents regarding Reading First although mixed results have been observed regarding actual parental involvement in the program.

Every school visited by the evaluators had an open door policy regarding parental contact. The exception was that visitors were not allowed during reading blocks. Parents were encouraged to contact teachers, coaches, and principals with questions about the reading program and/or their children's progress.

The most successful parental involvement initiatives, reported during interviews with the evaluators, included community outreach activities such as; informative newspaper articles and print recognition of students meeting reading goals; school celebrations with food; gifts and door prizes; local business contributions to the effort; frequent personal contact with parents; and at least one school staff member with work time designated to parental outreach.

Attendance at special family activities was disappointing in many schools. According to principals and coaches interviewed by the evaluators, a number of socio-economic challenges confounded the school's efforts to involve parents. Among those challenges noted by the evaluators were: poverty, low parental education levels, single parent households, drug use, frequent moves, criminal activity, and illness.

Many schools reviewed *DIBELS* assessment results with parents during parent-teacher conferences and/or in separate reports sent to homes.

Parents who are English Language Learners (ELL) expressed some concerns.
ELL parents in two Reading First districts expressed concern about the reading program. Although ELL students on the whole appear to be progressing well, as measured by *DIBELS*, some parents preferred their children be grouped together (homogeneous by language proficiency) for reading and not be included in the reading block. In these schools, past practices were to separate children with limited English oral communication skills from other children

during reading instruction. In one district, the Hispanic community expressed doubts about the Reading First approach for ELL children. School officials took action to inform and assure the community about the program but according to the principals, parental reservations remain. Technical assistance was sought to facilitate communications with the community.

Performance Evaluation Questions

Question 1. Did student achievement in reading measurably and significantly improve?

Response 1.

Student Achievement on the *DIBELS*

Description of the Instrument

The Dynamic Indicators of Basic Early Literacy Skills (*DIBELS*) are a set of standardized, individually administered measures of early literacy development. They are designed to be short (one minute) fluency measures used to regularly monitor the development of pre-reading and early reading skills.

The measures were developed upon the essential early literacy domains discussed in both the National Reading Panel (2000) and National Research Council (1998) reports to assess student development of phonological awareness, alphabetic understanding, and automaticity and fluency with the code. Each measure has been thoroughly researched and demonstrated to be reliable and valid indicators of early literacy development and predictive of later reading proficiency, which can aid in the early identification of students who are not progressing as expected. When used as recommended, the results can be used to evaluate individual student development as well as provide grade-level feedback toward validated instructional objectives.

The *DIBELS* measures were specifically designed to assess three of the five key constructs of early literacy: Phonological Awareness, Alphabetic Principle, and Fluency with Connected Text. The measures are linked to one another, both psychometrically and theoretically, and have been found to be predictive of later reading proficiency.

- Measures of Phonological Awareness
    - Initial Sounds Fluency (ISF): Assesses a child's skill to identify and produce the initial sound of a given word
    - Phonemic Segmentation Fluency (PSF): Assesses a child's skill to produce the individual sounds within a given word.
- Measure of Alphabetic Principle:
    - Nonsense Word Fluency (NWF): Assesses a child's knowledge of letter-sound correspondences as well their ability to blend letters together to form unfamiliar "nonsense" word (e.g., fik, lig, etc.).
- Measure of Fluency with Connected Text
    - Oral Reading Fluency (ORF): Assesses a child's skill of reading connected text in grade-level material word.

According to the publishers of *DIBELS*, these measures link together to form an assessment system of early literacy development that allows educators to determine student progress readily and reliably.

Description of Subtest Measures

Initial Sounds Fluency (ISF) is a standardized, individually administered measure of phonological awareness that assesses a child's ability to recognize and produce the initial sound in an orally presented word (Kaminski & Good, 1996, 1998; Laimon, 1994). The ISF measure is a revision of the measure formerly called Onset Recognition Fluency (OnRF). The examiner presents four pictures to the child, names each picture, and then asks the child to identify (i.e., point to or say) the picture that begins with the sound produced orally by the examiner. For example, the examiner says, "This is sink, cat, gloves, and hat. Which picture begins with /s/?" and the student points to the correct picture. The child is also asked to orally produce the beginning sound for an orally presented word that matches one of the given pictures. The examiner calculates the amount of time taken to identify/produce the correct sound and converts the score into the number of initial sounds correct in a minute. The ISF measure takes about three minutes to administer and has over 20 alternate forms to monitor progress.

Letter Naming Fluency (LNF) is a standardized, individually administered test that provides a measure of risk. Students are presented with a page of upper- and lower-case letters arranged in a random order and are asked to name as many letters as they can. Students are told if they do not know a letter they will be told the letter. Students are allowed one minute to produce as many letter names as they can, and the score is the number of letters named correctly in one minute. Students are considered at risk for difficulty achieving early literacy benchmark goals if they perform in the lowest 20% of students in their district. The 20th percentile is calculated using local district norms. Students are considered at some risk if they perform between the 20th and 40th percentile using local norms. Students are considered at low risk if they perform above the 40th percentile using local norms.

Phoneme Segmentation Fluency (PSF) measure is a standardized, individually administered test of phonological awareness (Kaminski & Good, 1996). The PSF measure assesses a student's ability to segment three- and four-phoneme words into their individual phonemes fluently. The PSF measure has been found to be a good predictor of later reading achievement (Kaminski & Good, 1996). The PSF task is orally administered by the examiner; presenting words of three to four phonemes. It requires the student to produce verbally the individual phonemes for each word. For example, the examiner says, "sat," and the student says "/s/ /a/ /t/" to receive three possible points for the word. After the student responds, the examiner presents the next word, and the number of correct phonemes produced in one minute determines the final score. The PSF measure takes about two minutes to administer and has over 20 alternate forms for monitoring progress.

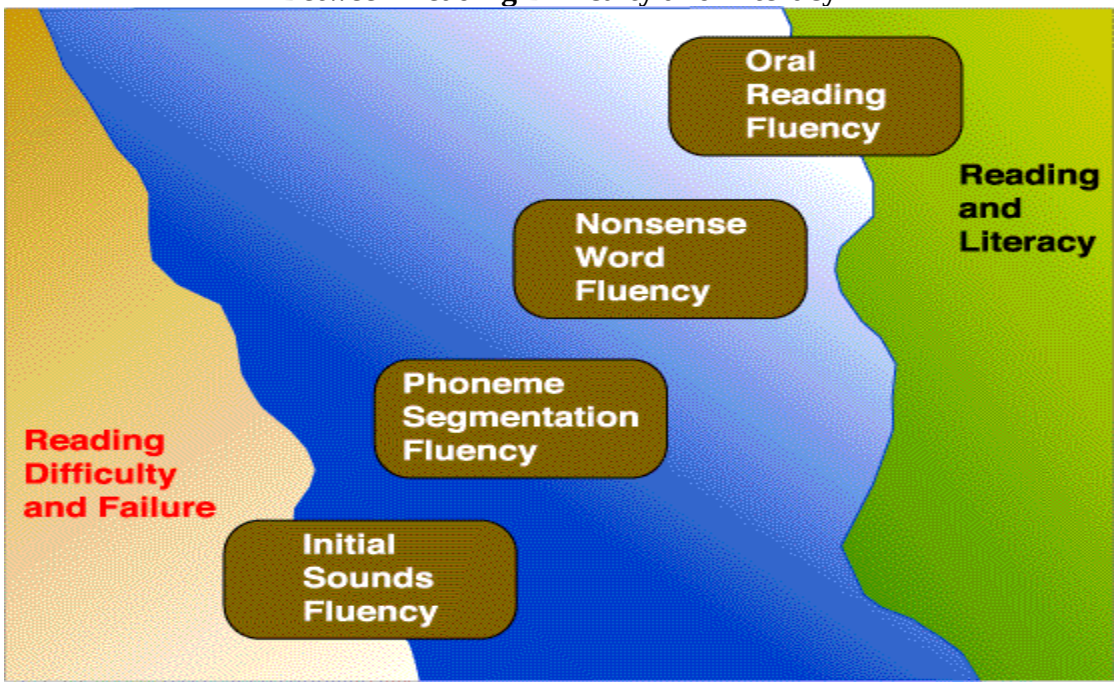
Nonsense Word Fluency (NWF) is a standardized, individually administered test of the alphabetic principle - including letter-sound correspondence and of the ability to blend letters into words in which letters represent their most common sounds (Kaminski & Good, 1996). The

student is presented an 8.5" x 11" sheet of paper with randomly ordered VC and CVC nonsense words (e.g., sig, rav, ov) and asked to produce verbally the individual letter sound of each letter or verbally produce, or read, the whole nonsense word. For example, if the stimulus word is "vaj" the student could say /v/ /a/ /j/ or say the word /vaj/ to obtain a total of three letter-sounds correct. The student is allowed one minute to produce as many letter-sounds as he/she can, and the final score is the number of letter-sounds produced correctly in one minute. Because the measure is fluency based, students receive a higher score if they are phonologically recoding the word and receive a lower score if they are providing letter sounds in isolation. The NWF measure also takes about two minutes to administer and has over 20 alternate forms for monitoring.

Oral Reading Fluency (ORF) is a measure that assesses fluency with text, the ability to translate letters-to-sounds-to-words fluently and effortlessly. The fluent reader is one whose decoding processes are automatic, requiring no conscious attention. Such capacity then enables readers to allocate their attention to the comprehension and meaning of the text.

Retell Fluency (RTF) is intended to provide a comprehension check for the ORF assessment. In general, oral reading fluency provides one of the best measures of reading competence, including comprehension, for children in first through third grades. The purpose of the RTF measure is to (a) prevent inadvertently learning or practicing a misrule, (b) identify children whose comprehension is not consistent with their fluency, (c) provide an explicit linkage to the core components in the NRP report, and (d) increase the face validity of the ORF.

Figure 6
***DIBELS* Subtests Are Designed to Close the Gap Between Reading Difficulty and Literacy**



Source: *DIBELS* Homepage: http://dibels.uoregon.edu/dibels_what.php

Benchmarks and Progress Monitoring with the DIBELS

Student Benchmarks of achievement are measured three times a year (August, December, May). The standard protocol for monitoring students' progress between measures was established by the National Center on Student Progress Monitoring (2004):

> Progress monitoring focuses on decision making to inform instruction for individual students in general and special education with respect to academic skill development at the elementary grades. Progress monitoring is conducted frequently (at least monthly) and is designed to (a) estimate rates of improvement, (b) identify children who are not demonstrating adequate progress and therefore require additional or alternative forms of instruction and/or (c) to compare the efficacy of different forms of instruction and thereby design more effective, individualized instructional programs for at-risk learners.

Table 16
***DIBELS* Benchmark Probes by Grade and Time of Year**

Grade	Initial Sound Fluency	Letter Naming Fluency	Phoneme Segmentation	Nonsense Word Fluency	Oral Reading Fluency	Retell Fluency	Word Use Fluency
K-Beg	X	X					X
K-Mid	X	X	X	X			X
K-End		X	X	X			X
1-Beg		X	X	X			X
1-Mid			X	X	X	X	X
1-End			X	X	X	X	X
2-Beg					X	X	X
2-Mid					X	X	X
2-End					X	X	X
3-Beg					X	X	X
3-Mid					X	X	X
3-End					X	X	X

Student Performance on the *DIBELS* *(GPRA indicator of outcome*)

Wireless Generation, Inc., provided DIBELS data to DESE. The files were subsequently given to the evaluators. Data was reported for 16,218 students. The data analysis patterns showed that:

1. There was an overall increase in *DIBELS* over the baseline academic year (August 2004 – May 2005) in all measures of student reading achievement.
2. Female students tended to have higher *DIBELS* scores than did male students over time on the subtests Oral Reading Fluency (ORF) and Word Use Fluency (WUF).
3. White students tended to achieve higher *DIBELS* subtest scores than did black students as well as multi-ethnic students on all measures *except* for Retell Fluency (RTF) and Word Use Fluency (WUF).
4. Students classified as Special Education have lower scores than their counterparts on all subtests *except* for Initial Sound Fluency (ISF) and Oral Reading Fluency (ORF).
5. There are teacher and school differences in terms of students *DIBELS* scores.

Data analysis determined that the overall increase in student reading achievement was demonstrated by all 56 Reading First school districts at every grade level.

The following data describes student achievement as measured by *DIBELS* subtests. Data was analyzed to determine whether or not the group means between the *DIBELS* Fall Benchmarks (August 2004) and the Spring Benchmarks (May 2005) are the same for each school.

Table 17

Student Count for School by District by Grade Level

District Name	School	Grade				Total
		1	2	3	K	
Arcadia Valley R	Arcadia Valley Element	88	96	73	96	353
Total		**88**	**96**	**73**	**96**	**353**
Aurora R-VII	Pate Early Childhood C	178	166	165	154	663
Total		**178**	**166**	**165**	**154**	**663**
Bakersfield R-IV	Bakersfield Elementary	27	29	37	29	122
Total		**27**	**29**	**37**	**29**	**122**
Bradleyville R-I	Bradleyville Elementar	11	8	8	8	35
Total		**11**	**8**	**8**	**8**	**35**
Brookfield R-III	Brookfield Elementary	86	85	96	90	357
Total		**86**	**85**	**96**	**90**	**357**
Bunker R-III	Bunker Elementary	25	20	18	17	80
Total		**25**	**20**	**18**	**17**	**80**
Cameron R-I Scho	Parkview Elementary Sc	141	136	115	150	542
Total		**141**	**136**	**115**	**150**	**542**
Caruthersville #	Caruthersville Element	118	140	142	11	411
Total		**118**	**140**	**142**	**11**	**411**
Climax Springs R	Climax Springs Element	15	20	15	12	62
Total		**15**	**20**	**15**	**12**	**62**
Couch R-1 School	Couch Elementary	12	15	10	16	53
Total		**12**	**15**	**10**	**16**	**53**
Dallas County R-	Long Lane Elementary	19	19	17	19	74
	Mallory Elementary	112	104	112	132	460
Total		**131**	**123**	**129**	**151**	**534**
East Carter Coun	East Carter County R-I	69	55	60	57	241
Total		**69**	**55**	**60**	**57**	**241**
Eminence R-I	Eminence Elementary Sc	17	18	19	18	72
Total		**17**	**18**	**19**	**18**	**72**
Ferguson-Floriss	Airport Elementary	42	39	42	48	171
	Bermuda Elementary	42	39	45	33	159
	Central Elem-Ferg-Flo	34	43	32	44	153
	Cool Valley Elementary	48	51	53	41	193
	Duchesne Elementary	73	56	60	63	252
	Griffith Elementary	42	47	50	43	182
	Holman Elementary	26	20	25	26	97
	Johnson-Wabash Element	76	66	75	46	263
	Lee Hamilton Elementar	43	39	37	49	168
	Walnut Grove Elementar	64	74	83	78	299
Total		**490**	**474**	**502**	**471**	**1937**
Fredericktown R-	Fredericktown Elementa	135	130	0	148	413
	Fredericktown Intermed	0	0	133	0	133
Total		**135**	**130**	**133**	**148**	**546**
Gilman City R-4	Gilman City Elementary	9	12	9	4	34
Total		**9**	**12**	**9**	**4**	**34**
Gorin R-III	Gorin Elementary	2	6	3	2	13
Total		**2**	**6**	**3**	**2**	**13**
Green City R-1	Green City Elementary	23	19	27	31	100
Total		**23**	**19**	**27**	**31**	**100**

District Name	School	Grade				Total
		1	2	3	K	
Hayti R-II	Mathis Elementary	74	81	74	76	305
Total		**74**	**81**	**74**	**76**	**305**
Junction Hill C-	Junction Hill Elementa	18	33	16	15	82
Total		**18**	**33**	**16**	**15**	**82**
Kansas City 33	Attucks Elementary Sch	47	40	42	47	176
	B. Banneker Elementary	70	63	52	51	236
	Blenheim Elementary	36	29	33	42	140
	East Elementary School	78	72	67	80	297
	Fairmount Elementary M	42	37	32	36	147
	Garfield Elem-KC	0	0	0	18	18
	George Melcher Element	38	26	35	37	136
	James Elementary	65	56	53	64	238
	Mary Harmon Weeks Elem	46	53	32	39	170
	Primitivo Garcia Eleme	86	73	81	82	322
	Richardson Elementary	36	37	34	41	148
	Trailwoods Environment	46	40	40	41	167
	Troost Elementary	53	43	42	59	197
	Wheatley Elementary	42	31	32	50	155
	Woodland Elementary	66	58	57	72	253
Total		**751**	**658**	**632**	**759**	**2800**
Kennett 39	Masterson K-2	168	150	0	171	489
	South Elementary	0	0	181	0	181
Total		**168**	**150**	**181**	**171**	**670**
King City R-I	King City Elementary	28	14	24	26	92
Total		**28**	**14**	**24**	**26**	**92**
La Plata R-II	La Plata R-II Elementa	31	21	22	28	102
Total		**31**	**21**	**22**	**28**	**102**
Lockwood R-1 Sch	Lockwood Elementary Sc	27	16	21	25	89
Total		**27**	**16**	**21**	**25**	**89**
Lonedell R-14 Sc	Lonedell Elementary	42	45	40	41	168
Total		**42**	**45**	**40**	**41**	**168**
Mansfield R-IV S	Wilder Elementary	43	54	45	64	206
Total		**43**	**54**	**45**	**64**	**206**
Marquand-Zion R-	Marquand-Zion Elementa	19	17	12	18	66
Total		**19**	**17**	**12**	**18**	**66**
Miami R-1 (007-1	Miami Elem-007-121	23	15	16	23	77
Total		**23**	**15**	**16**	**23**	**77**
Miami R-1 (097-1	Miami Elem-097-116	11	10	12	7	40
Total		**11**	**10**	**12**	**7**	**40**
Milan C-2, Misso	Milan C-2 Elementary	49	49	74	59	231
Total		**49**	**49**	**74**	**59**	**231**
Miller County R-	Tuscumbia Elementary	24	22	16	21	83
Total		**24**	**22**	**16**	**21**	**83**
Monett R-1 Schoo	Monett Elementary Scho	160	167	137	198	662
Total		**160**	**167**	**137**	**198**	**662**
Mound City R-II	Mound City Elementary	23	16	15	20	74
Total		**23**	**16**	**15**	**20**	**74**
Mountain Grove R	Mountain Grove Element	41	46	14	30	131
Total		**41**	**46**	**14**	**30**	**131**
North Mercer R-I	North Mercer R-III Ele	12	14	19	18	63
Total		**12**	**14**	**19**	**18**	**63**

District Name	School	Grade				Total
		1	2	3	K	
North Pemiscot C	Ross Elementary	16	26	17	23	82
Total		**16**	**26**	**17**	**23**	**82**
Oak Hill R-I	Oak Hill Elementary	12	13	12	10	47
Total		**12**	**13**	**12**	**10**	**47**
Pierce City R-VI	Central Elem-PierceCty	46	49	47	59	201
Total		**46**	**49**	**47**	**59**	**201**
Portageville	Portageville Elementar	65	61	43	66	235
Total		**65**	**61**	**43**	**66**	**235**
Pulaski County R	Richland Elementary	48	45	48	51	192
Total		**48**	**45**	**48**	**51**	**192**
Ripley County R-	Ripley Co. R-IV Elemen	16	10	15	13	54
Total		**16**	**10**	**15**	**13**	**54**
Risco R-II	Risco Elementary	9	12	24	15	60
Total		**9**	**12**	**24**	**15**	**60**
Sarcoxie R-II	Wildwood Elementary Sc	52	56	74	58	240
Total		**52**	**56**	**74**	**58**	**240**
Scotland County	Scotland County Elemen	52			49	101
Total		**52**			**49**	**101**
Seymour R-II	Seymour Elementary	69	52	65	63	249
Total		**69**	**52**	**65**	**63**	**249**
Sheldon R-VIII	Sheldon Elementary	14	13	15	12	54
Total		**14**	**13**	**15**	**12**	**54**
Stewartsville C-	Stewartsville Elementa	22	22	20	24	88
Total		**22**	**22**	**20**	**24**	**88**
Sullivan School	Sullivan Elementary Sc	0	159	165	0	324
	Sullivan Primary Schoo	146	0	0	154	300
Total		**146**	**159**	**165**	**154**	**624**
Union Star R-II	Union Star Elementary	9	11	15	10	45
Total		**9**	**11**	**15**	**10**	**45**
Van Buren R-1 Sc	Van Buren Elementary	51	34	35	40	160
Total		**51**	**34**	**35**	**40**	**160**
Verona R-VII Sch	Verona Elementary	47	29	25	43	144
Total		**47**	**29**	**25**	**43**	**144**
Weaubleau R-III	Weaubleau Elementary	31	39	31	28	129
Total		**31**	**39**	**31**	**28**	**129**
West St. Francoi	West St. Francois Coun	70	83	78	77	308
Total		**70**	**83**	**78**	**77**	**308**

Table 18

DIBELS Analysis Paradigm

Beginning *DIBELS* Score

School **1**												…	School **m**											
Grade K			Grade 1			Grade 2			Grade 3				Grade K			Grade 1			Grade 2			Grade 3		
T_1		$...T_K$	T_1	T_2	$...T_K$	T_1	T_2	$...T_K$	T_1	T_2	$...T_K$		T_1	T_2	$...T_K$	T_1	T_2	$...T_K$	T_1	T_2	$...T_K$	T_1	T_2	$...T_K$
S_1	S_1	S_1	S_1	S_1	S_1	S_1	S_1	S_1	S_1	S_1	S_1		S_1	S_1	S_1	S_1	S_1	S_1	S_1	S_1	S_1	S_1	S_1	S_1
S_2	S_2	S_2	S_2	S_2	S_2	S_2	S_2	S_2	S_2	S_2	S_2		S_2	S_2	S_2	S_2	S_2	S_2	S_2	S_2	S_2	S_2	S_2	S_2
S_3	S_3	S_3	S_3	S_3	S_3	S_3	S_3	S_3	S_3	S_3	S_3		S_3	S_3	S_3	S_3	S_3	S_3	S_3	S_3	S_3	S_3	S_3	S_3
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S_N	S_N	S_N	S_N	S_N	S_N	S_N	S_N	S_N	S_N	S_N	S_N		S_N	S_N	S_N	S_N	S_N	S_N	S_N	S_N	S_N	S_N	S_N	S_N

T=Teacher; S=Student

End *DIBELS* Score

School **1**												…	School **m**											
Grade K			Grade 1			Grade 2			Grade 3				Grade K			Grade 1			Grade 2			Grade 3		
T_1	T_2	$...T_K$	T_1	T_2	$...T_K$	T_1	T_2	$...T_K$	T_1	T_2	$...T_K$		T_1	T_2	$...T_K$	T_1	T_2	$...T_K$	T_1	T_2	$...T_K$	T_1	T_2	$...T_K$
S_1	S_1	S_1	S_1	S_1	S_1	S_1	S_1	S_1	S_1	S_1	S_1		S_1	S_1	S_1	S_1	S_1	S_1	S_1	S_1	S_1	S_1	S_1	S_1
S_2	S_2	S_2	S_2	S_2	S_2	S_2	S_2	S_2	S_2	S_2	S_2		S_2	S_2	S_2	S_2	S_2	S_2	S_2	S_2	S_2	S_2	S_2	S_2
S_3	S_3	S_3	S_3	S_3	S_3	S_3	S_3	S_3	S_3	S_3	S_3		S_3	S_3	S_3	S_3	S_3	S_3	S_3	S_3	S_3	S_3	S_3	S_3
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S_N	S_N	S_N	S_N	S_N	S_N	S_N	S_N	S_N	S_N	S_N	S_N		S_N	S_N	S_N	S_N	S_N	S_N	S_N	S_N	S_N	S_N	S_N	S_N

Table 19

2005 School Rankings on *DIBELS* LNF Scores for Kindergarten

High and Low Rankings By School

End of Year *DIBELS Letter Naming Fluency (LNF)*
Benchmark Goals and Indicators of Risk:

Scores—Status
LNF < 29—At Risk
29 <= LNF < 40—Some Risk
LNF >= 40—Low Risk

High	School	Rank	Mean	STDEV
	Garfield Elementary	1	61.7	13.5
	Mary Harmon Weeks Elementary	2	60.5	35.2
	Gilman City Elementary	3	59.0	18.0
	Mound City Elementary	4	57.5	13.6
	Oak Hill Elementary	5	57.3	9.3
Low	**School**	**Rank**	**Mean**	**STDEV**
	Caruthersville Elementary	77	24.8	11.4
	Sheldon Elementary	76	27.4	15.7
	James Elementary	75	29.2	13.9
	George Melcher Elementary	74	30.9	16.4
	East Elementary School	73	34.6	17.1

Garfield Elementary, of the Kansas City Metropolitan School District (KCMSD) ranks as the highest performing school, as measured by *DIBELS* LNF scores for kindergarten. Three of the five lowest performing schools, as measured by *DIBELS* LNF scores for kindergarten, are in the KCMSD.

Table 20

2005 School Rankings on *DIBELS* PSF Scores for Kindergarten

High and Low Rankings By School

End of Year *DIBELS Phoneme Segmentation Fluency (PSF)*
Benchmark Goals and Indicators of Risk:

Scores—Status
PSF < 10—Deficit
10 <= PSF < 35—Emerging
PSF >= 35—Established

High	School	Rank	Mean	STDEV
	Mound City Elementary	1	71.6	3.7
	Bradleyville Elementary	2	64.8	6.2
	North Mercer R-III Elementary	3	62.9	8.9
	Junction Hill Elementary	4	60.2	5.6
	Bakersfield Elementary	5	58.7	7.6
Low	**School**	**Rank**	**Mean**	**STDEV**
	Richardson Elementary	77	18.8	12.4
	James Elementary	76	19.5	15.3
	Caruthersville Element	75	24.3	9.6
	Wheatley Elementary	74	27.2	16.0
	Woodland Elementary	73	29.1	16.1

Table 21

2005 School Rankings on *DIBELS* PSF Scores For Grade 1
High and Low Rankings By School

End of Year *DIBELS Phoneme Segmentation Fluency (PSF)*
Benchmark Goals and Indicators of Risk:

Scores—Status
PSF < 10—Deficit
10 <= PSF < 35—Emerging
PSF >= 35—Established

High	School	Rank	Mean	STDEV
	Tuscumbia Elementary	1	68.0	4.3
	Mound City Elementary	2	63.0	9.8
	Long Lane Elementary	3	62.9	5.6
	Bradleyville Elementary	4	62.7	6.7
	Gorin Elementary	5	61.5	7.8
Low	**School**	**Rank**	**Mean**	**STDEV**
	Mary Harmon Weeks Elementary	77	26.7	9.5
	Ross Elementary	76	31.4	7.6
	Ripley Co. R-IV Elementary	75	36.1	7.4
	Caruthersville Elementary	74	36.8	19.1
	Richardson Elementary	73	37.3	17.0

Gorin Elementary ranks highest on the *DIBELS* PSF scores for Grade 1. This school was identified by DESE as the Highest Performing School (less than 250 students) for 2005. The 2005 Top Ten lists recognize schools for sustained performance.
Achievement level results were averaged for the years 2000-2004 for communication arts and mathematics. The state mean was 33.5% at or above proficient on grade 3 MAP. Gorin with 44 students enrolled in Reading First, achieved 90.9% at or above proficient on the MAP.

Bradleyville Elementary, ranked number three as a high performing school as measured by the *DIBELS* PSF scores for Grade 1, was also recognized by the Missouri Department of Elementary and Secondary Education (DESE). The Top Ten Most Improved lists recognize schools for improvement based on the largest net increase in the combined percentage of students scoring “Proficient” or “Advanced” from 2000 to 2004. Schools are grouped by size: 1) schools with fewer than 250 students, 2) schools with 250 - 500 students, and 3) schools with more than 500 students. Grade configuration may affect the size category in which a school is placed. Bradleyville Elementary has 35 students (grades K – 3) participating in Reading First.

Table 22

2005 School Rankings on *DIBELS* NWF Scores for Grade 1

End of Year *DIBELS Nonsense Word Fluency (NWF)*
Benchmark Goals and Indicators of Risk:

Scores—Status
NWF < 30—Deficit
30 <= NWF < 50—Emerging
NWF >= 50—Established

High	School	Rank	Mean	STDEV
	Mound City Elementary	1	96.6	30.0
	North Mercer R-III Elementary	2	93.5	29.4
	Bradleyville Elementary	3	88.5	29.1
	Bunker Elementary	4	88.2	30.7
	Risco Elementary	5	80.2	32.2
Low	**School**	**Rank**	**Mean**	**STDEV**
	Mary Harmon Weeks Elementary	77	32.3	13.7
	Ross Elementary	76	42.8	17.1
	Richardson Elementary	75	43.2	30.01
	Caruthersville Elementary	74	44.0	25.0
	Trailwoods Environmental	73	46.3	21.3

Table 23

2005 School Rankings on *DIBELS* ORF Scores for Grade 1
High and Low Rankings By School

End of Year *DIBELS Oral Reading Fluency (ORF)*
Benchmark Goals and Indicators of Risk:

Scores—Status
ORF < 20—At Risk
20 <= ORF < 40—Some Risk
ORF >= 40—Low Risk

High	School	Rank	Mean	STDEV
	Bunker Elementary	1	84.9	31.2
	North Mercer R-III Elementary	2	77.5	38.5
	Gilman City Elementary	3	71.7	27.4
	Mound City Elementary	4	69.4	28.8
	Richland Elementary	5	69.3	32.8
Low	**School**	**Rank**	**Mean**	**STDEV**
	Caruthersville Element	77	22.4	21.2
	Richardson Elementary	76	25.3	26.4
	Wheatley Elementary	75	27.2	24.1
	Attucks Elementary	74	29.1	19.3
	Gorin Elementary	73	34.5	21.9

Table 24

2005 School Rankings on *DIBELS RTF* Scores for Grade 1
High and Low Rankings By School

High	School	Rank	Mean	STDEV
	George Melcher Elementary	1	46.6	27.7
	Long Lane Elementary	2	43.2	14.0
	Mound City Elementary	3	42.5	15.8
	James Elementary	4	40.5	36.4
	Gilman City Elementary	5	38.2	23.6
Low	**School**	**Rank**	**Mean**	**STDEV**
	Wheatley Elementary	77	12.1	10.6
	Caruthersville Elementary	76	12.7	9.4
	Lockwood Elementary	75	14.6	9.5
	Risco Elementary	74	14.9	8.1
	Couch Elementary	73	16.7	10.7

Retell Fluency: Preliminary evidence indicates that the Retell Fluency measure correlates with oral reading fluency about 0.59.

Table 25

2005 School Rankings on *DIBELS* ORF Scores for Grade 2
High and Low Rankings By School

End of Year *DIBELS Oral Reading Fluency (ORF)*
Benchmark Goals and Indicators of Risk:

Scores—Status
ORF < 70—At Risk
70 <= ORF < 90—Some Risk
ORF >= 90—Low Risk

High	School	Rank	Mean	STDEV
	Long Lane Elementary	1	116.6	39.8
	Bradleyville Elementary	2	110.8	22.0
	Griffith Elementary	3	107.7	39.4
	Bunker Elementary	4	105.6	39.9
	Mound City Elementary	5	105.1	23.6
Low	**School**	**Rank**	**Mean**	**STDEV**
	Caruthersville Elementary	77	31.2	20.8
	Attucks Elementary	76	56.2	26.8
	Gorin Elementary	75	56.9	31.6
	Woodland Elementary	74	58.7	32.9
	Trailwoods Environmental	74	64.4	36.8

Wheatley and Woodland Elementary Schools are in the KCMSD, as is George Melcher Elementary, which scored among the highest schools as measured by the *DIBELS* ORF scores for grade two.

Table 26

2005 School Rankings on *DIBELS* RTF Scores for Grade 2
High and Low Rankings By School

High	School	Rank	Mean	STDEV
	Primitivo Garcia Elementary	1	74.6	37.7
	Junction Hill Elementary	2	57.5	17.4
	Green City Elementary	3	56.2	17.4
	Lee Hamilton Elementary	4	55.0	22.8
	Lonedell Elementary	5	54.0	17.3
Low	**School**	**Rank**	**Mean**	**STDEV**
	Caruthersville Elementary	77	19.5	13.2
	Griffith Elementary	76	25.8	9.8
	Van Buren Elementary	75	27.9	11.1
	Climax Springs Elementary	74	28.0	8.2
	Trailwoods Environmental	73	29.1	17.0

Retell Fluency: Preliminary evidence indicates that the Retell Fluency measure correlates with oral reading fluency about .59.

Table 27

2005 School Rankings on *DIBELS* ORF Scores for Grade 3
High and Low Rankings By School

End of Year *DIBELS Oral Reading Fluency (ORF)*
Benchmark Goals and Indicators of Risk:

Scores—Status
ORF < 80—At Risk
80 <= ORF< 110—Some Risk
ORF >= 110—Low Risk

High	School	Rank	Mean	STDEV
	Mound City Elementary	1	137.9	17.9
	Oak Hill Elementary	2	133.4	30.1
	Richland Elementary	3	129.2	34.7
	Couch Elementary	4	127.4	53.3
	Cool Valley Elementary	5	127.1	21.1
Low	**School**	**Rank**	**Mean**	**STDEV**
	Caruthersville Elementary	77	54.2	46.7
	James Elementary	76	71.1	38.0
	Climax Springs Elementary	75	74.4	29.8
	Attucks Elementary	74	77.5	31.3
	Green City Elementary	73	82.0	42.7

B. Banneker and Richardson Elementary Schools of the KCMSD performed lowest on the *DIBELS* ORF for grade three.

Table 28

2005 School Rankings on *DIBELS* RTF Scores for Grade 3
High and Low Rankings By School

High	School	Rank	Mean	STDEV
	Miami Elementary	1	79.6	34.2
	Stewartsville Elementary	2	79.0	26.9
	Tuscumbia Elementary	3	72.0	19.5
	Couch Elementary	4	71.9	7.7
	Junction Hill Elementary	5	70.5	15.1
Low	**School**	**Rank**		
	Caruthersville Elementary	77	13.9	17.2
	Wheatley Elementary	76	22.7	11.6
	James Elementary	75	25.7	15.5
	Griffith Elementary	74	26.1	10.2
	Attucks Elementary	73	29.9	15.3

Retell Fluency: Preliminary evidence indicates that the Retell Fluency measure correlates with oral reading fluency about 0.59.

Response 2.

Student Performance on the Missouri Assessment Program (MAP)

Missouri uses the Missouri Assessment Program (MAP) to test students in grades 3, 4, 7, 8, 10 and 11 in several subjects. The MAP is a standards-based test, which means it measures how well students are mastering specific skills defined for each grade by the state of Missouri. The different student groups are identified by the Missouri Department of Elementary and Secondary Education. If there are fewer than 30 students in a particular group in a school, the state doesn't report data for that group. The goal is for all students to score at or above proficient on this test. The state average for Communication Arts was 35% in 2005. The state average for Reading was 35% in 2005.

Description of the Measure: Communication Arts Grade 3

Step I.
Reading**:** Students locate general information in fiction and nonfiction; follow brief directions; and identify simple similarities, basic story elements, and obvious problems.

Writing**:** Students minimally address the topic; attempt to write simple sentences; and demonstrate minimal knowledge of Standard English. MAP combined score range: 592 and below.

Progressing.
Reading**:** Students locate specific information in fiction and nonfiction; make basic comparisons; begin to organize information in a provided form; and begin to use text to initiate research.
Writing**:** Students attempt to address the topic; write complete sentences; and begin to demonstrate basic knowledge of Standard English. MAP combined score range: 593–622.

Nearing Proficiency.
Reading**:** Students identify the elements of fiction and nonfiction, relevant textual details, and obvious cause-effect relationships; draw conclusions; organize information in a provided form; use text to initiate research; and read and comprehend a variety of texts.

Writing**:** Students begin to write for a variety of purposes and apply rules of Standard English. MAP combined score range: 623–654.

Proficient.
Reading**:** Students comprehend the elements of fiction and nonfiction; identify main ideas, details, synonyms, and antonyms; identify and define problems; compare; contrast; make and explain predictions and inferences; and identify implied cause and effect.

Writing**:** Students write for a variety of purposes and audiences; write in an organized

manner using details; and demonstrate control of Standard English. MAP combined score range: 655–706.

Advanced.
Reading**:** Students summarize and interpret the elements of fiction and nonfiction; make complex inferences; and interpret figurative language.

Writing**:** Students write effectively for a variety of purposes and audiences; provide specific and relevant details; develop a controlling idea; and clearly demonstrate a command of Standard English. MAP combined score range: 707 and above.

Reading Achievement of 4th Grade Students in Missouri

According to federal requirements schools that did not achieve Adequate Yearly Progress (AYP) for two consecutives years in either reading or math.

Table 29

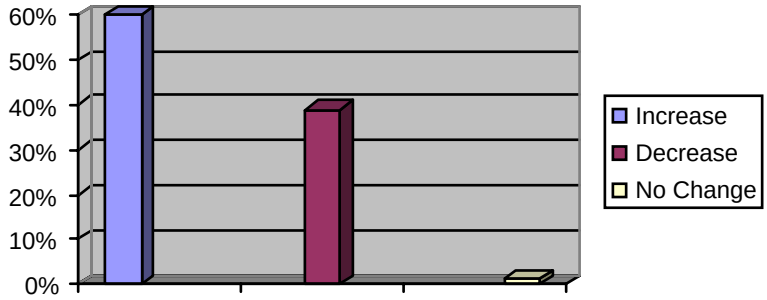
Achievement Levels for Reading, Missouri
Grade 4, 2003 and 2005

Year	Below Basic	Basic	Proficient	Advanced
2003	32%	34%	26%	8%
2005	33%	34%	25%	7%

Source: National Center for Educational Statistics
(http://nces.ed.gov/nationsreportcard/states/achievement.asp)
Performance of Reading First Schools on the MAP Communication Arts

The year, 2004 established a baseline for measuring changes in student reading achievement as measured by third grade MAP scores. Data were treated with an analysis of variance (ANOVA). Data analysis found that there is a significant district by school by year interaction. This means that some schools went up from 2004 to 2005 while some schools went down. The *DIBELS* Means table shows the school by year means & standard deviations. Figure 7 demonstrates the progress of more than half (59.7%) of the schools where student performance increased on the MAP after only one year in Reading First. Descriptive statistics indicate that 32 schools demonstrated a decrease in mean scores, and one remained unchanged.

Figure 7
Percent of Schools with Higher, Lower, and Unchanged MAP Score Means 2004 –2005



Comparison of Reading First and Non-funded Schools in the Kansas City Metropolitan School District

Table 30
Univariate Analysis of Variance
Between Subjects Factors

Program	Year	N
Year	**2004**	**2588**
	2005	**2444**
Reading First Status		
Reading First		**3556**
Non- Reading First		**1476**

Table 31
Tests of Between Subjects Effects

Source	Type III Sum of Square	df	Mean Square	F	Significance
Corrected Model	161918.118a	3	53972.706	44.701	.000
Intercept	1603010932	1	1603010932	1327644	.000
YEAR	11070.349	1	144718.595	119.859	.000
Read First	144718.595	1	144718.595	119.859	.000
YEAR*Read First	5333.261	1	5333.261	4.417	.036
Error	6070860.056	5028	1207		
Total	1961105024	5032			
Corrected Total	6232778.174	5031			

a. R Squared = 0.26 (Adjusted R Squared = 0.25)

The Analysis of Variance reveals that there is a significant interaction of participation in Reading First when the end-of-first year results (2005) are compared to the base year (2004) are compared to the base year (2004) on the MAP data in the Kansas City schools. [F (1,5028) = 4.417, p<.036]. Interpretation follows below. The MAP data for Reading First Schools compared with Non-Reading First Schools utilized a two factor Analysis of Variance. The First Factor was Involvement (Reading First School vs Non-Reading First School) and the second factor was MAP score (2004-Base vs 2005- Year 1).

The *DIBELS* data were analyzed using Five-Factor Analysis of Variance with repeated measures on one factor. The Factors are Students tested within Teachers tested within Grade tested within School. The repeated measure is the *DIBELS* beginning score and *DIBELS* end of year scores. A paradigm would be as diagrammed on Table 18

Table 32

Tests of Between Subjects Effects
Kansas City MAP Score

YEAR	Reading First	Mean	N	Std. Deviation
2004	NonReadFirst	626.30	1799	33.806
	Reading First	612.25	789	34.341
	Total			
		622.02	2588	34.575
2005	NonReadFirst	627.31	1757	35.239
	Reading First	617.77	687	36.346
	Total			
		624.63	2444	35.804
Total	NonReadFirst	626.80	3556	34.520
	Reading First	614.82	1476	35.384
	Total	623.29	5032	35.198

Table 33

2004 – 2005 Comparison Between Reading First and Non-Reading First MAP Scores;
Kansas City Schools

Year		Non-Reading First	Reading First
2004	Mean	626.31	612.25
	Standard Deviation	33.81	34.34
	N	1799	789
2005	Mean	627.31	617.77
	Standard Deviation	35.24	36.35
	N	1757	687

These tables shows that the schools involved in the Reading First program improved significantly more than schools not involved in the Reading First program. This is the

graph of the significant F test exhibited in the Analysis of Variance. This much growth would on average occur by chance only 4% of the time.

While schools not involved in Reading First improved from mean performance of 626.31 to 627.31, the Reading First schools performance improved from 612.25 to 617.77. On average, they improved almost five times as much as the non-Reading First schools in the KCMSD.

Question 2: Did teacher's skills and knowledge about scientifically based reading instruction change? (*GPRA indicator of outcome)*

Response 1.

Missouri Reading First policy on professional development ensures that LEAs ensure that any contracted services meet the following criteria:

- Nationally or state recognized (reading cadre) in the field of reading
- Minimum of a master's degree in reading
- Verification of evidence of SBRR
- Evidence of presentations on SBRR within the past five years at the national and/or state level
- Evidence of graduate courses, research in reading, and/or conferences attended within the past five years.

The evaluators designed and disseminated a 43-item Professional Development Survey to over 1,300 educators participating in the Missouri Reading First Program. The evaluators collected data from 49% of the target population. The instrument addressed the degree to which the teachers believed they received high quality professional development concerning the following constructs:

- Explanations of instructional models that increase understanding of Reading First
- Information needed to implement Reading First
- Knowledge on what students need to learn and how teachers can help all students become successful readers
- How to provide a minimum of 90 minutes per day of protected, uninterrupted time for core reading instruction
- Clear explanations of phonology content to be taught
- Appropriate models for explicitly and systematically teaching phonology
- Clear explanations of vocabulary content to be taught
- Appropriate models for explicitly and systematically teaching vocabulary
- Clear explanations of phonics content to be taught
- Appropriate models for explicitly and systematically teaching phonics
- Clear explanations of spelling content to be taught
- Appropriate models for explicitly and systematically teaching spelling
- Clear explanations of fluency content to be taught
- Appropriate models for explicitly and systematically teaching fluency

- Clear explanations of comprehension content to be taught
- Appropriate models for explicitly and systematically teaching comprehension
- Appropriate models for delivering core and intervention reading programs driven on scientifically based reading research
- Clear explanations for aligning instruction with established grade-level standards/benchmarks that delineate student expectations
- Clear explanations for providing differentiated instruction to meet the needs of individuals and groups of students
- Clear explanations of how to assess students using the *DIBELS*
- Appropriate models for grouping students for instruction based on the *DIBELS* scores.

The item analysis was conducted for each item and as a whole. The analyses were also done by region and by position for each item and as a whole.

Results of the Professional Development Survey revealed that the response distribution for each item was positively skewed; that is, about 95% to 67% of participants perceived the training sessions as satisfactory. The highest satisfaction rate was 95% for item 21 (Q21, "I understand how to provide a minimum of 90 minutes per day to protected, uninterrupted time for core reading instruction."). The lowest satisfaction rate was 67% for item 30 (Q30, "I was provided appropriate models for explicitly and systematically teaching Spelling."). The pattern was similar by each region and position. The pattern implies that the rating was directed at content rather than the instructional quality of the presenter.

The analysis was also conducted by components of the Survey. The factor analysis revealed that there were four major components assessed by the items.

Component 1: Learning Outcomes. This component consists of items 23 to 34.
Component 2: Presentation effectiveness. This component consists of items 9, 10, and 12 to 19.
Component 3: Implementation. This component consists of items 21, 22, and 35 to 39.
Component 4: Overall Rating. This component consists of items 11 and 20.

The analysis showed that for these four factors the satisfaction rate was:

- 80% for Learning Outcomes
- 84% for Presentation Effectiveness,
- 84% for Implementation, and,
- 94% for overall rating.

The pattern was similar by each region and position (teacher, coach, principal).

Survey Respondents' Appraisal of Professional Development Quality

Survey item 40 invited respondents to comment on the quality of Reading First Professional Development. Items were coded for satisfaction as negative, positive, and

undecided. An example of a negative comment by an administrator is, “While the content of the *LETRS* material was good, it was often poorly presented. Many times, it seemed like she was reading the slides in the *LETRS* books to us. It often appeared that she was confused and unprepared.”

An example of a positive comment by a coach is, “Our Reading Specialist does an excellent job of providing our school district with the knowledge and information we require to make our program successful.”

Survey analysis indicates that for 45 responses, 58% of administrators’ responses to item 40 were positive, 42% were negative. For teachers, of 216 responses, 69% were positive, 15% were negative, and 16% were undecided. Of 45 comments by coaches, 76% were positive, 11% negative, and 13% undecided.

Figure 8

Teachers’ Satisfaction with Reading First Professional Development

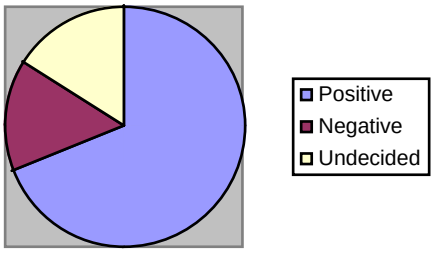
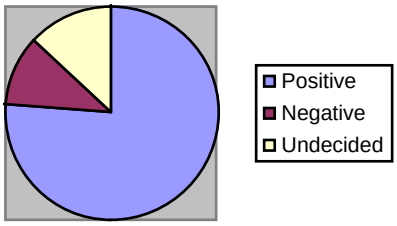


Figure 9

Administrators’ Satisfaction with Reading First Professional Development

Figure 10

Coaches' Satisfaction with Reading First Professional Development



Comments by coaches on item 40 include:
"My experience with professional development this year has been wonderful. Our specialist has provided us with detailed strategies and applications to be embedded into our reading program. As a reading coach, the training has provided me with excellent information to use in training my teachers and reinforcing SBRR throughout the year in whole groups, supplemental, and intervention groups."

"I have felt well prepared to use the data from *DIBELS* to help teachers understand how to use the data to drive their instruction".

"Information regarding the five components of reading was addressed explicitly and systematically. As the coach I was better able to correlate Harcourt Trophies lessons with the new knowledge and guide teachers."

Data suggest that in some regions served by the RPDC Reading Specialists, there was limited satisfaction with the quality of the presentation rather than the content of *LETRS.* Items on the Likert Scale items show dissatisfaction by 16% of respondents for presentation quality. More concerning is that 20% of respondents were not satisfied with the content of the professional development. Response analysis found more concern with content (i.e., fluency instruction) teachers still were not feeling confident about and content not yet addressed by Reading First rather than irrelevant content. One comment charged that *LETRS* training was "too theoretical and lacked practical application." A teacher wrote, "The professional development where different schools came together was beneficial. Being able to meet with other teachers of the same grade level and discuss the strengths and weaknesses of Reading First was great. Many ideas were gained from these meetings."

There were numerous positive comments about the training and support provided by the Reading Specialists. An administrator responded to item 40 by stating, "For an initiative as monumental as this, it takes exceptional people placed strategically throughout the

state to lead this effort. In our RPDC, we have the right people in place to ensure success for Reading First."

Survey item 41 asked respondents to identify additional preferences for future professional development. Item analysis revealed differences by role (teacher, coach, administrator). Items were sorted by positive and negative comments. For example, the teacher comment, “I would prefer to keep the professional development here in my district where specific needs and concerns can be addressed” was coded as negative. The response, “I’d like more information on how use *DIBELS* scores as a grade” was scored positive. The table below depicts the distribution of positive, negative, and undecided.

Table 34
Perceived Needs for Future Professional Development Coded by Satisfaction

Role	Positive	Negative	Undecided
Teacher	150	32	34
Coach	34	7	1
Administrator	3	14	6

Teachers identified a broad spectrum of professional development needs that appear to be associated with actual implementation of SBRR in the classroom. Multiple responses identified the following requests for additional reading professional development:

- Learning stations/centers
- Differentiated instruction determined by test data
- Classroom based Tier II instruction
- Fluency, vocabulary, phonics, and comprehension instruction
- Writing
- Classroom management for disruptive, inattentive students
- Inclusion of Special Education students during Tier 1.

Work Stations and learning centers were most frequently (20 of 164 responses) cited by teachers as a targeted need for professional development. Coaches (N=31) asked for more on classroom management (7) and depth on data analysis (4), followed by fluency, small group instruction.

Response 2.

Data analysis could not be designed to determine whether there is a relationship between Reading First professional development and actual changes in classroom practices. Many teachers did not use correct code identifiers on the survey that would allow data to be compared with student achievement in their classrooms. Furthermore, Wireless Generation, Inc. has not released teacher identification codes to DESE that would allow the evaluator to track changes in student achievement by classroom teacher.

Response 3.

Numerous principals requested a tool to document appropriate reading instruction during the 90 minute protected block. The evaluator identified an informal instrument, the *Classroom Observation of Reading Instruction* (CORI) to collect data on classroom instruction. The CORI is aligned with the five major constructs of SBRR instruction. The field evaluators did not observe Reading First classrooms during their school visits because teachers were at varying levels of *LETRS* training. It was unclear as to how much the teachers from one building to the next had been exposed to SBRR, thus changes in knowledge or practice and applications of training could not be expected. The evaluators will conduct classroom observations and use the tool to document SBRR instruction next year.

Conclusions

Professional Development was Positively Received by Reading First Educators.

Reading Specialists and national experts in reading provided professional development for over 1,300 teachers and 97 reading coaches during the program year. Teachers, reading coaches, and principals self-reported greater understanding of scientifically based reading instruction. The strongest self-report was confidence in teachers' ability to practice scientifically based reading instruction during the 90 minute protected block of reading. Educators' overall rating was a 94% rate of satisfaction for Reading First professional development.

Consistency of Responsibilities for Professional Development Varied by Reading Specialists

Results of a survey administered to teachers, coaches, and principals are mixed according to Regional Professional Development Centers. Satisfaction was influenced by respondents' perceptions of the content knowledge, confidence, and expertise of the Reading Specialists who delivered the professional development. There was not a consistent schedule for presenting the nine modules of the *LETRS* program. Some teachers did not complete training until May 2005. Reading Specialists scheduled their own training, site visits, and arrangements for working with teachers and coaches on an individualized basis. Responsibilities varied across regions that resulted in some Reading Specialists being more engaged in large group training and minimally active in school buildings. Some Reading Specialists had especially high number of teachers to train while others worked with only a few teachers on a regular basis.

Instructional Leadership demonstrated by principals was the most frequently cited factor associated with fluid program implementation and teacher fidelity to the Reading First instructional model.

Many reading coaches and teachers credited strong leadership by their principals as instrumental to the success of the Reading First program. Principals who demonstrated strong and positive leadership were reported by staff to be actively engaged in Reading First professional development. They also frequently observed classrooms during the 90 minute protected block of instruction, regularly met with their reading coaches to review student progress, and demonstrated support for teachers as they adapted to the programs. Staff reported that solid teacher buy-in and fidelity to program ideals were evident in these buildings.

Reading First SBRR practices are challenging to establish in classrooms.

Implementation of the Three-Tier Decision Making model was challenging for many teachers in schools across the state. Tier I's flexible grouping and use of small groups were topics of regional coaches and grade level meetings throughout the year. The

Professional Development Survey administered by the evaluator indicated that teachers were interested in more training on workstations and differentiated instruction.

Reading First was clearly successful in Year 1 of school implementation.

The Missouri Reading First program was clearly successful in Year 1 (August 2004 – May 2005) of school implementation by 56 school districts. Students demonstrated progress across all reading skills measured by *DIBELS*. As previously noted, there were significant increases of student scores on all *DIBELS* subtests for all grade levels across Reading First Schools. Aggregated data allowed for the ranking of schools by subtest per grade level but the subtest scores did not have enough predictive power to allow ranking conclusions to be made on them alone.

Pattern analyses of *DIBELS* scores showed that:

- Female students tended to have higher *DIBELS* scores than did male students over time on the Oral Reading Fluency (ORF) and Word Use Fluency (WUF) subtests.
- White students tended to achieve higher *DIBELS* scores than did black students as well as multi-ethnic students on all measures *except* for Retell Fluency (RTF) and Word Use Fluency (WUF) subtests.
- Students classified as Special Education have lower scores than their counterparts on all subtests *except* for Initial Sound Fluency (ISF) and Oral Reading Fluency (ORF) subtests.
- There are teacher and school differences in terms of students *DIBELS* scores.

Furthermore, with the limited MAP data available for evaluation, statistically significant differences were noted between Reading First and non-funded schools in the KCMSD. Reading First Schools outperformed non-Reading First schools in the district (see Table 33).

Nearly 60% of Reading First Schools demonstrated higher MAP Communication Arts student scores than were reported for the Baseline Year. Schools in Reading First during their first year of participation demonstrated higher third grade MAP Communication Arts mean scores than were reported by the same schools for the 2004 baseline year.

Conclusions about student achievement in Reading First are difficult to generalize with only a small comparison group of MAP data available for data analysis.

Data provided to the evaluators was exclusive to students participating in Missouri Reading First. Unfortunately, without a control group of students who did not receive this experimental treatment causal relationships between the Reading First program and student achievement cannot be inferred. However, student outcome data, as measured by pre (September 2004) and post (May 2005) scores on the *DIBELS* reflects a significant

increase in scores for all *DIBELS* subtests across grade levels for Missouri Reading First schools.

Parental involvement remains elusive in many Reading First schools.

Schools across the state, in rural and urban Reading First schools encounter a myriad of barriers to increase parents' involvement in their children's reading development. Staff espouses the importance of parental involvement and work to inform parents on a regular basis about the school reading program. Many schools reported frustration concerning low parental attendance at school literacy events. Efforts to identify effective strategies to better involve parents in home literacy activities as well as school-sponsored events are evident across the state.

Recommendations

Clarify the 3-Tier Model of Decision Making.

Teachers expressed the need for additional professional development that will enhance their knowledge and practices associated with differentiated instruction that is guided by regular student assessment.

Establish comparison groups for causal comparisons of relationships between student performance in Reading First and non Reading First schools.

Generalization of programmatic effects is limited by the absence of a rigorous evaluation design that allows student achievement (as measured by the *Terra Nova and* MAP) in Reading First schools to be compared with non Reading First schools.

Establish a common identification code for teachers, students, and schools for all data sources.

Data analysis would yield more meaningful information if there were a unique code for students, teachers, schools, and districts across all data sources. A coding system common to Wireless Generation *DIBELS* reporting, MAP, and *Terra Nova* would strengthen the evaluation process.

Provide adequate professional development about writing for third grade teachers before the end of the school year.

Ensuring that the *LETRS* module on writing is clearly understood may alleviate concerns that writing instruction may be compromised for third grade students. Coaches can help teachers to embed writing instruction within other language arts and content area instruction.

Create more opportunities for the evaluators to systematically observe classroom instruction.

The evaluators have identified a new tool that will also be used by principals and coaches to observe Reading First classrooms. The systematic observation system should support efforts to help teachers reflect on their practice and identify areas for professional development and coaching.

Missouri Reading First

2004-2005 State Evaluation Report

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Appendix A

DIBELS School Means, Standard Deviations, and Rankings

			This file contains Means and Standard Deviations for Y1 Dibels data														
School Name	Grade	ISF BEG MEAN	ISF BEG SD	ISF MID MEAN	ISF MID SD	LNF BEG MEAN	LNF BEG SD	LNF END MEAN	LNF END SD	PSF BEG MEAN	PSF BEG SD	PSF END MEAN	PSF END SD	NWF BEG MEAN	NWF BEG SD	NWF END MEAN	NWF END SD
Grade 1																	
Airport Elementary	1					41.3	14.4			18.6	15.7	44.6	15.2	26.7	18.2	66.5	21.3
Arcadia Valley Element	1					39.8	15.2			21.3	13.6	47.9	9.7	26.8	14.1	73.7	29.1
Attucks Elementary Sch	1					33.1	15.3			21.3	16.3	51.6	9.8	18.0	17.3	50.2	12.1
B. Banneker Elementary	1					37.4	18.7			18.5	16.7	40.3	13.7	17.3	14.6	50.4	19.1
Bakersfield Elementary	1					35.1	16.4			35.9	11.8	60.0	6.9	30.5	20.9	72.8	20.9
Bermuda Elementary	1					46.4	11.4			25.5	14.6	44.6	8.6	32.9	18.1	70.1	24.9
Blenheim Elementary	1					33.0	16.7			18.0	13.0	39.7	6.5	18.3	11.9	48.1	16.7
Bradleyville Elementar	1					39.0	21.0			21.1	15.5	62.7	6.7	21.2	15.1	88.5	29.1
Brookfield Elementary	1					29.6	10.5			23.6	12.4	47.8	9.9	17.8	12.7	62.4	20.0
Bunker Elementary	1					43.8	13.2			47.5	14.1	44.8	12.4	38.9	17.9	88.2	30.7
Caruthersville Element	1					26.2	15.7			24.6	18.7	36.8	19.1	12.5	13.0	44.0	25.0
Central Elem -FergFlo	1					40.0	14.5			23.0	14.6	44.8	10.0	14.0	12.7	50.4	11.9
Central Elem -PierceCity	1					34.4	13.3			20.3	11.9	42.9	8.8	21.5	13.6	64.5	24.7
Climax Springs Element	1					34.8	14.9			23.3	11.4	44.0	9.3	23.5	14.8	58.7	25.0
Cool Valley Elementary	1					38.7	17.9			16.6	15.3	42.4	11.7	19.1	14.9	65.0	25.5
Couch Elementary	1					35.6	20.4			17.9	17.3	47.2	7.8	17.8	17.8	61.8	39.1
Duchesne Elementary	1					34.1	15.2			15.6	14.4	52.5	15.3	19.9	19.0	63.5	22.7
East Carter County R-I	1					36.3	13.4			32.4	20.3	41.0	9.5	25.6	18.1	68.0	32.3
East Elementary School	1					41.1	21.0			25.4	16.4	37.9	13.4	26.3	18.2	57.0	29.5
Eminence Elementary Sc	1					30.8	16.5			15.1	11.9	47.3	8.2	11.4	12.2	58.8	16.9
Fairmount Elementary M	1					41.1	17.3			36.9	16.2	57.6	8.8	27.7	16.3	65.4	22.1
Fredericktown Elementa	1					33.6	12.9			22.1	16.3	44.1	10.6	20.6	13.4	57.1	25.4
Garfield Elementary	1																
George Melcher Element	1					38.2	16.7			25.9	17.8	51.4	20.9	23.9	16.8	65.3	29.4
Gilman City Elementary	1											38.8	8.4			74.7	28.9
Gorin Elementary	1					21.5	12.0			8.0	1.4	61.5	7.8	7.0	2.8	75.0	9.9
Green City Elementary	1					31.6	18.8			24.1	16.4	43.0	10.7	18.7	16.4	71.2	38.3
Griffith Elementary	1					41.1	19.8			20.3	15.3	58.3	12.4	25.0	24.2	70.5	18.1
Holman Elementary	1					43.8	10.3			26.0	15.8	50.1	9.5	24.4	8.7	74.7	22.4
James Elementary	1					33.8	22.2			16.7	17.0	43.2	20.7	17.4	25.7	68.0	46.4
Johnson-Wabash Element	1					35.8	15.9			19.0	18.4	49.4	10.8	21.8	15.7	65.7	23.6
Junction Hill Elementa	1					42.8	11.9			45.8	8.6	52.2	9.6	34.8	21.8	57.9	30.6
King City Elementary	1					39.9	11.2			39.7	8.6	50.1	9.1	22.8	12.4	65.3	21.5
La Plata R-II Elementa	1					35.8	16.4			23.6	16.6	41.7	12.9	22.3	21.2	57.6	24.4
Lee Hamilton Elementar	1					35.5	15.3			16.1	12.4	42.6	8.5	19.2	25.1	56.7	20.3
Lockwood Elementary Sc	1					30.5	11.8			32.3	13.2	47.7	13.5	23.6	20.0	69.8	29.7
Lonedell Elementary	1					34.8	13.3			30.3	12.5	52.0	8.4	23.9	17.7	66.7	22.6
Long Lane Elementary	1					35.1	12.8			31.1	12.3	62.9	5.6	23.8	12.0	76.3	25.6
Mallory Elementary	1					41.1	13.4			36.1	18.1	48.4	11.5	27.4	17.3	63.1	27.6

			This file contains Means and Standard Deviations for Y1 Dibels data														
School Name	Grade	ORF BEG MEAN	ORF BEG SD	ORF MID MEAN	ORF MID SD	ORF END MEAN	ORF END SD	RTF BEG MEAN	RTF BEG SD	RTF MID MEAN	RTF MID SD	RTF END MEAN	RTF END SD	WUF BEG MEAN	WUF BEG SD	WUF END MEAN	WUF END SD
Grade 1																	
Airport Elementary	1			29.2	20.4	50.0	24.2			15.2	8.2	20.9	6.6	24.0	13.1	43.7	13.8
Arcadia Valley Element	1			29.7	28.1	47.7	33.5			13.3	9.7	22.4	10.2	25.1	15.4	41.5	9.0
Attucks Elementary Sch	1			11.8	13.6	29.1	19.3			11.8	8.3	26.3	12.8	28.2	22.8	50.3	11.6
B. Banneker Elementary	1			20.6	23.5	43.5	32.6			15.1	10.9	29.9	15.8			44.5	14.7
Bakersfield Elementary	1			27.4	21.5	55.0	27.9					19.3	8.5	36.7	13.1	41.1	5.4
Bermuda Elementary	1			36.1	22.3	59.2	21.6			16.4	9.0	25.5	9.3	30.0	0.0	41.6	11.7
Blenheim Elementary	1			16.7	14.4	35.9	19.1			13.6	7.9	21.5	8.6			38.9	8.5
Bradleyville Elementar	1			39.5	29.4	67.1	26.5			20.6	11.9	31.1	11.6			53.1	11.9
Brookfield Elementary	1			26.7	21.7	47.7	27.2			14.0	10.5	28.4	13.8	11.8	14.7	39.8	10.7
Bunker Elementary	1			57.2	26.0	84.9	31.2			22.9	13.1	33.5	13.7	21.0	11.5	51.6	17.2
Caruthersville Element	1			8.8	14.3	22.4	21.2			8.4	5.1	12.7	9.4	13.0	9.4	34.3	13.1
Central Elem -FergFlo	1			31.1	18.1	55.4	23.9			18.7	12.8	30.9	13.8	31.0	7.1	42.6	11.4
Central Elem -PierceCity	1			25.0	24.0	53.6	30.6			12.7	11.5	24.0	13.9	5.6	10.1	38.4	10.8
Climax Springs Element	1			27.0	19.9	49.5	18.7			12.2	6.4	24.5	8.3	12.6	13.7	38.1	8.0
Cool Valley Elementary	1			22.1	19.2	54.8	28.5			14.4	13.5	34.5	16.3	17.8	17.3	47.6	15.2
Couch Elementary	1			24.1	32.9	41.4	47.3			8.7	3.6	16.7	10.7	20.6	15.2	46.8	13.6
Duchesne Elementary	1			26.4	28.7	48.6	34.1			17.6	16.1	29.5	19.5	15.5	15.4	43.7	13.4
East Carter County R-I	1			26.6	22.3	48.9	26.9			15.0	10.5	23.0	9.8	21.9	17.2	39.2	11.0
East Elementary School	1			22.4	22.8	44.0	31.9			13.6	13.0	17.9	11.5			33.7	15.1
Eminence Elementary Sc	1			13.3	10.8	40.3	23.5			8.0	3.3	21.3	10.1			41.3	11.2
Fairmount Elementary M	1			28.6	22.4	41.7	24.5			17.7	15.2	23.6	13.4			43.3	9.1
Fredericktown Elementa	1			28.9	25.3	45.6	28.2			16.1	12.0	25.7	12.1	21.4	13.0	42.3	12.9
Garfield Elementary	1																
George Melcher Element	1			25.6	27.2	53.9	38.7			25.5	23.4	46.6	27.7			51.3	17.3
Gilman City Elementary	1			52.3	35.2	71.7	38.5					38.2	23.6			36.9	4.0
Gorin Elementary	1			8.5	9.2	34.5	21.9			11.0		19.0	11.3	40.0	7.1	53.0	7.1
Green City Elementary	1			29.3	30.0	52.0	42.1			16.9	14.6	31.6	20.8	17.3	13.7	46.2	14.4
Griffith Elementary	1			36.1	31.9	60.7	33.1			20.4	12.2	34.8	14.0	5.0		95.1	44.3
Holman Elementary	1			37.5	31.7	65.7	34.8			21.1	13.4	23.5	10.6	17.1	13.5	38.2	9.7
James Elementary	1			18.5	23.0	38.6	29.8			16.8	18.4	40.5	36.4			46.2	44.0
Johnson-Wabash Element	1			33.0	26.0	56.0	30.0			22.3	13.9	35.0	15.0	16.1	12.4	50.4	17.8
Junction Hill Elementa	1			40.7	34.1	67.1	34.8			18.1	14.0	35.1	22.3	27.1	11.1	39.6	10.2
King City Elementary	1			29.8	19.3	56.5	24.3			15.3	10.9	28.7	8.9	14.8	10.9	40.0	10.9
La Plata R-II Elementa	1			25.3	27.1	39.8	32.8			18.5	12.9	22.4	11.6	19.9	16.7	44.3	16.6
Lee Hamilton Elementar	1			28.3	29.7	38.8	28.0			12.1	13.8	22.1	13.8			39.4	11.0
Lockwood Elementary Sc	1			27.7	22.6	45.9	24.3			9.2	7.2	14.6	9.5	24.5	16.7	39.7	8.4
Lonedell Elementary	1			34.4	27.0	50.0	28.1			16.3	11.5	28.1	16.2	15.9	12.6	37.9	10.2
Long Lane Elementary	1			26.2	20.3	60.6	31.1			17.8	10.2	43.2	14.0			50.8	15.3
Mallory Elementary	1			35.6	26.6	59.9	31.1			15.6	11.6	25.2	10.5	29.0	5.9	40.8	10.9

			This file contains Means and Standard Deviations for Y1 Dibels data														
School Name	Grade	ISF BEG MEAN	ISF BEG SD	ISF MID MEAN	ISF MID SD	LNF BEG MEAN	LNF BEG SD	LNF END MEAN	LNF END SD	PSF BEG MEAN	PSF BEG SD	PSF END MEAN	PSF END SD	NWF BEG MEAN	NWF BEG SD	NWF END MEAN	NWF END SD
Marquand-Zion Elementa	1					31.6	10.5			36.7	13.5	47.7	9.3	20.3	11.7	50.6	16.3
Mary Harmon Weeks Elem	1					33.2	15.0			14.9	13.7	26.7	9.5	19.8	14.1	32.3	13.7
Masterson K-2	1					38.8	17.3			31.5	15.6	46.1	10.9	29.9	22.1	60.3	30.2
Mathis Elementary	1					37.1	13.6			29.2	18.5	48.6	14.7	24.0	11.9	62.6	21.7
Miami Elementary	1					27.5	11.2			23.8	16.4	54.4	12.2	15.8	9.7	71.3	28.2
Milan C-2 Elementary	1					30.8	14.9			22.4	17.6	51.5	10.8	18.7	14.2	66.6	19.4
Monett Elementary Scho	1					28.4	14.4			23.5	15.3	42.5	11.3	19.5	17.4	76.8	31.0
Mound City Elementary	1					40.8	14.2			27.6	13.9	63.0	9.8	18.7	14.8	96.6	30.0
Mountain Grove Element	1					25.9	11.0			20.3	15.2	49.6	6.0	11.9	9.7	58.8	18.1
North Mercer R-III Ele	1					43.0	15.2			32.8	11.9	57.5	6.7	37.8	14.0	93.5	29.4
Oak Hill Elementary	1					41.8	19.7			37.5	17.1	48.8	6.3	28.7	16.1	76.1	27.9
Parkview Elementary Sc	1					49.7	10.6			33.0	13.6	52.4	11.2	29.0	19.0	73.3	28.2
Pate Early Childhood C	1					37.2	16.2			30.3	15.5	54.0	9.7	23.9	19.3	72.3	25.8
Portageville Elementar	1					38.1	15.4			23.5	12.8	50.6	10.5	26.3	20.6	71.2	28.2
Primitivo Garcia Eleme	1					37.9	17.5			29.5	17.7	46.3	11.2	23.5	15.5	50.6	21.4
Richardson Elementary	1					36.6	18.9			14.4	15.9	37.3	17.0	16.3	15.3	43.2	30.1
Richland Elementary	1					35.6	15.8			39.1	23.1	50.8	20.6	17.2	13.8	74.9	33.2
Ripley Co. R-IV Elemen	1					38.1	16.5			12.6	12.3	36.1	7.4	14.5	14.7	60.7	14.1
Risco Elementary	1					34.9	15.0			24.9	10.7	46.1	7.5	42.8	42.8	80.2	32.2
Ross Elementary	1					30.9	10.6			20.4	12.8	31.4	7.6	19.6	13.7	42.8	17.1
Scotland County Elemen	1					36.7	14.5			31.4	14.0	52.2	12.3	20.5	16.3	71.2	27.8
Seymour Elementary	1					27.8	16.0			18.2	13.4	42.8	15.3	13.7	14.0	59.4	25.8
Sheldon Elementary	1					32.9	13.9			22.2	9.5	39.8	7.4	19.4	18.7	65.6	37.2
South Elementary	1																
Stewartsville Elementa	1					36.0	9.1			37.6	14.2	51.5	8.9	21.4	8.5	65.5	22.2
Sullivan Primary Schoo	1					34.6	12.6			25.0	13.6	48.1	12.1	22.5	16.4	65.5	28.8
Trailwoods Environment	1					37.4	16.6			25.9	16.6	41.8	9.1	19.9	15.2	46.3	21.3
Troost Elementary	1					43.7	16.9			17.8	15.2	50.7	15.9	21.6	14.2	54.7	27.2
Tuscumbia Elementary	1					29.4	16.3			22.3	15.5	68.0	4.3	12.5	14.7	69.0	25.3
Union Star Elementary	1					29.3	14.0			20.9	15.2	52.0	6.1	10.7	7.7	50.7	20.2
Van Buren Elementary	1					35.4	15.4			21.1	13.5	42.4	10.2	22.7	14.4	64.3	32.3
Verona Elementary	1					34.0	12.2			29.1	12.0	43.9	6.2	25.1	12.7	57.0	12.6
Walnut Grove Elementar	1					36.5	19.3			18.2	15.2	47.6	10.2	19.0	16.1	53.7	23.3
Weaubleau Elementary	1					32.9	17.4			36.8	15.2	42.3	15.9	24.9	17.8	57.2	28.0
West St. Francois Coun	1					36.4	12.2			37.2	15.5	42.2	13.1	29.6	19.7	65.0	32.6
Wheatley Elementary	1					38.5	13.8			18.6	17.1	39.2	19.0	21.5	14.3	47.2	26.0
Wilder Elementary	1					32.6	15.4			17.6	14.4	42.8	9.1	15.4	18.5	75.5	28.9
Wildwood Elementary Sc	1					32.4	14.1			23.9	13.9	46.3	5.8	22.5	15.8	72.0	21.5
Woodland Elementary	1					39.7	17.6			24.6	18.1	37.8	17.1	21.8	13.1	52.9	22.3

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School Name	Grade	ORF BEG MEAN	ORF BEG SD	ORF MID MEAN	ORF MID SD	ORF END MEAN	ORF END SD	RTF BEG MEAN	RTF BEG SD	RTF MID MEAN	RTF MID SD	RTF END MEAN	RTF END SD	WUF BEG MEAN	WUF BEG SD	WUF END MEAN	WUF END SD
Marquand-Zion Elementa	1			16.7	13.0	36.3	15.3			11.1	6.5	20.8	7.2	25.8	16.3	42.1	7.4
Mary Harmon Weeks Elem	1			17.7	14.3	39.9	24.5			13.6	7.9	19.9	10.8			31.4	10.4
Masterson K-2	1			35.4	30.3	54.0	33.5			13.2	11.7	21.4	11.6	22.4	13.3	38.1	10.6
Mathis Elementary	1			25.9	19.2	42.8	25.1			10.3	8.7	19.0	10.0	15.1	13.4	40.1	12.4
Miami Elementary	1			26.7	15.6	50.8	24.8			18.5	11.8	30.6	11.7	7.7	10.1	46.6	9.1
Milan C-2 Elementary	1			25.1	15.8	48.6	22.2			14.6	10.4	31.3	12.8	12.8	11.6	46.0	14.2
Monett Elementary Scho	1			27.9	26.0	45.7	32.1			12.3	11.8	20.9	12.9			38.6	15.3
Mound City Elementary	1			33.2	25.0	69.4	28.8			22.7	10.2	42.5	15.8	19.0	14.0	46.0	8.9
Mountain Grove Element	1			19.3	21.4	39.6	22.9			10.0	8.3	19.9	8.5	18.0	12.8	44.2	8.4
North Mercer R-III Ele	1			63.4	33.2	77.5	27.4			28.8	18.3	33.9	11.4	18.4	15.5	61.4	24.1
Oak Hill Elementary	1			36.4	25.8	57.1	24.0			17.0	14.2	22.8	6.9	35.4	11.4	46.9	7.0
Parkview Elementary Sc	1			33.9	28.3	56.7	32.3			18.8	13.9	30.8	15.2	14.7	14.7	45.9	13.7
Pate Early Childhood C	1			31.7	29.0	56.9	32.3			19.6	14.8	30.9	16.8	19.9	13.0	45.4	11.4
Portageville Elementar	1			44.0	29.4	68.0	32.9			18.6	14.8	25.8	11.4	19.6	13.8	53.8	10.4
Primitivo Garcia Eleme	1			25.5	25.2	43.8	30.1			13.6	9.8	21.5	10.4			39.4	11.5
Richardson Elementary	1			16.1	24.1	25.3	26.4			10.2	19.6	22.8	18.4			38.2	19.6
Richland Elementary	1			35.1	25.1	69.3	32.8			16.9	14.5	31.7	13.4	14.0	14.2	53.4	16.2
Ripley Co. R-IV Elemen	1			45.9	42.7	67.1	41.2			16.9	14.2	30.6	20.6	20.5	15.5	47.8	10.3
Risco Elementary	1			49.7	39.9	58.7	31.7			16.6	9.1	14.9	8.1	10.6	13.6	51.4	16.4
Ross Elementary	1			32.1	27.8	46.6	31.9			21.4	18.6	23.8	15.8	13.3	15.3	40.0	14.7
Scotland County Elemen	1			34.2	27.2	57.1	34.8			18.0	13.5	27.4	13.9	27.2	15.1	48.0	11.3
Seymour Elementary	1			23.0	23.5	46.5	30.6			12.1	7.7	23.2	11.6	10.8	12.6	39.2	11.5
Sheldon Elementary	1			33.7	23.0	59.5	30.0			15.5	9.8	31.2	12.0			37.2	9.5
South Elementary	1																
Stewartsville Elementa	1			19.7	12.9	47.4	22.4			12.7	9.4	23.5	8.1	21.5	12.7	45.3	12.0
Sullivan Primary Schoo	1			30.8	26.2	52.4	32.1			15.2	11.5	27.7	14.6	18.9	12.7	43.2	11.9
Trailwoods Environment	1			16.7	15.7	35.0	24.0			13.9	11.3	17.0	11.6			33.8	12.5
Troost Elementary	1			24.5	20.3	40.8	24.7			21.1	16.0	33.4	16.0	26.8	14.0	44.9	12.0
Tuscumbia Elementary	1			23.1	20.2	52.9	22.0			21.0	25.1	22.7	11.8	33.7	21.8	48.1	12.9
Union Star Elementary	1			26.8	17.4	47.2	30.9			13.8	12.2	30.9	20.6	18.9	15.6	45.4	11.4
Van Buren Elementary	1			42.1	29.6	59.7	33.6			22.1	17.7	30.6	15.0	22.4	13.7	44.5	12.8
Verona Elementary	1			30.1	20.8	49.5	26.9			15.1	9.5	25.1	12.0			39.6	10.8
Walnut Grove Elementar	1			28.0	29.0	47.7	33.2			15.3	11.2	23.0	13.4	21.5	18.5	44.2	10.4
Weaubleau Elementary	1			38.4	30.0	57.2	36.8			23.7	13.6	26.9	14.0	29.8	15.6	36.5	12.6
West St. Francois Coun	1			36.6	26.5	56.0	31.4			17.0	11.8	26.8	12.0	22.6	21.3	48.5	17.4
Wheatley Elementary	1			13.8	20.1	27.2	24.1			14.3	7.5	12.1	10.6			40.2	16.2
Wilder Elementary	1			38.0	35.1	66.7	36.9			17.2	15.0	35.3	19.1	13.3	15.3	38.1	10.9
Wildwood Elementary Sc	1			32.3	21.5	58.5	25.9			19.2	13.8	25.9	13.7	16.1	19.4	42.1	11.5
Woodland Elementary	1			32.8	26.7	42.1	27.8			13.4	8.2	19.1	10.3	24.8	13.9	48.7	20.9

			This file contains Means and Standard Deviations for Y1 Dibels data															
School Name	Grade	ISF BEG MEAN	ISF BEG SD	ISF MID MEAN	ISF MID SD	LNF BEG MEAN	LNF BEG SD	LNF END MEAN	LNF END SD	PSF BEG MEAN	PSF BEG SD	PSF END MEAN	PSF END SD	NWF BEG MEAN	NWF BEG SD	NWF END MEAN	NWF END SD
Grade 2																	
Airport Elementary	2													45.9	31.4		
Arcadia Valley Element	2													50.8	26.6		
Attucks Elementary Sch	2													37.3	18.6		
B. Banneker Elementary	2													35.3	23.6		
Bakersfield Elementary	2													55.0	29.3		
Bermuda Elementary	2													43.5	24.0		
Blenheim Elementary	2													33.9	17.1		
Bradleyville Elementar	2													52.8	22.4		
Brookfield Elementary	2													40.6	23.4		
Bunker Elementary	2													66.9	26.2		
Caruthersville Element	2													24.8	17.2		
Central Elem -FergFlo	2													61.5	34.0		
Central Elem -PierceCity	2													53.2	27.8		
Climax Springs Element	2													39.1	15.6		
Cool Valley Elementary	2													41.8	27.9		
Couch Elementary	2													43.0	21.4		
Duchesne Elementary	2													49.0	26.3		
East Carter County R-I	2													46.5	25.8		
East Elementary School	2													49.3	26.3		
Eminence Elementary Sc	2													29.1	16.2		
Fairmount Elementary M	2													50.8	35.2		
Fredericktown Elementa	2													38.5	20.5		
Garfield Elementary	2																
George Melcher Element	2													30.1	18.2		
Gilman City Elementary	2																
Gorin Elementary	2													28.7	20.4		
Green City Elementary	2													47.6	26.0		
Griffith Elementary	2													52.3	28.7		
Holman Elementary	2													54.8	21.6		
James Elementary	2													33.7	21.7		
Johnson-Wabash Element	2													42.6	26.3		
Junction Hill Elementa	2													41.2	15.2		
King City Elementary	2													45.4	24.4		
La Plata R-II Elementa	2													37.8	22.0		
Lee Hamilton Elementar	2													39.7	29.8		
Lockwood Elementary Sc	2													43.6	22.2		
Lonedell Elementary	2													54.2	34.2		
Long Lane Elementary	2													51.6	18.4		
Mallory Elementary	2													59.1	30.7		

			This file contains Means and Standard Deviations for Y1 Dibels data														
School Name	Grade	ORF BEG MEAN	ORF BEG SD	ORF MID MEAN	ORF MID SD	ORF END MEAN	ORF END SD	RTF BEG MEAN	RTF BEG SD	RTF MID MEAN	RTF MID SD	RTF END MEAN	RTF END SD	WUF BEG MEAN	WUF BEG SD	WUF END MEAN	WUF END SD
Grade 2																	
Airport Elementary	2	44.6	29.7	67.2	38.8	90.4	44.5	12.0	9.6	24.8	13.9	37.1	18.0	19.1	12.6	45.3	21.6
Arcadia Valley Element	2	40.6	28.0	64.9	33.6	82.7	34.7	15.0	10.4	29.1	12.2	42.4	15.3	35.8	11.7	50.5	10.1
Attucks Elementary Sch	2	28.5	18.0	42.2	23.7	56.2	26.8	15.1	8.9	22.6	11.4	30.7	14.1	29.3	7.8	38.2	12.4
B. Banneker Elementary	2	45.8	32.3	54.7	31.1	72.5	32.1	34.5	20.4	31.4	20.2	43.7	22.0	0.0	0.0	38.8	16.1
Bakersfield Elementary	2	43.7	37.5	61.4	35.9	76.6	39.9	21.4	17.2	34.6	15.4	44.9	16.6	38.0	11.7	45.0	15.1
Bermuda Elementary	2	49.4	37.0	63.3	30.7	94.7	31.8	21.2	12.6	29.1	13.8	53.9	20.5			51.0	16.0
Blenheim Elementary	2	33.0	24.8	45.1	31.2	65.4	32.9	25.8	20.8	33.0	16.9	43.6	23.5	0.0		44.1	15.7
Bradleyville Elementar	2	52.3	23.5	99.6	20.6	110.8	22.0	20.6	10.2	39.9	14.4	52.6	12.5	37.0		64.5	12.6
Brookfield Elementary	2	40.4	31.6	70.3	35.2	86.3	35.0	20.8	14.2	35.9	19.0	42.8	19.4	34.7	15.8	50.1	13.2
Bunker Elementary	2	59.3	36.1	98.6	41.2	105.6	39.9	26.3	17.3	35.2	17.0	35.6	19.0	32.1	9.2	40.5	9.7
Caruthersville Element	2	24.1	18.2	30.0	20.5	31.2	20.8			19.7	13.2	19.5	13.2	18.9	10.8	24.9	16.6
Central Elem -FergFlo	2	56.7	38.4	85.3	36.6	98.0	38.0	32.7	16.8	37.3	15.8	40.1	13.4	39.4	16.1	52.3	11.7
Central Elem -PierceCity	2	46.8	30.1	74.4	32.9	83.2	35.5	21.0	12.6	33.7	16.1	37.3	19.7	26.1	12.4	44.5	11.0
Climax Springs Element	2	39.9	20.9	72.6	25.6	88.8	22.9	19.2	11.2	24.9	11.3	28.0	8.2	34.2	11.1	78.2	15.6
Cool Valley Elementary	2	39.7	30.9	68.7	35.5	104.3	47.4	15.3	12.1	35.1	19.1	47.0	27.0	32.7	17.8	44.5	19.3
Couch Elementary	2	44.4	23.2	79.7	31.4	95.1	32.9	15.1	7.3	39.9	19.2	48.2	17.5	36.1	11.4	56.0	12.3
Duchesne Elementary	2	50.4	28.9	90.0	40.2	95.9	36.5	23.7	16.9	38.4	18.3	43.0	18.1	34.8	15.3	41.7	13.7
East Carter County R-I	2	39.1	27.5	71.2	35.1	92.2	37.8	19.5	14.5	34.5	12.5	43.5	19.2	33.6	12.4	45.5	10.6
East Elementary School	2	47.8	27.7	58.5	33.3	74.6	36.6	21.8	15.3	25.4	15.4	40.1	20.6	36.5	19.8	39.2	17.4
Eminence Elementary Sc	2	29.3	22.6	61.1	34.1	79.7	37.3	16.6	8.4	25.3	9.8	37.4	7.9			43.4	10.1
Fairmount Elementary M	2	43.8	36.0	56.1	38.1	74.3	38.3			31.7	23.0	31.1	13.0			36.2	8.2
Fredericktown Elementa	2	38.5	26.9	70.4	34.7	85.5	37.9	20.2	11.6	31.2	14.7	37.4	15.7	18.9	10.5	42.9	14.4
Garfield Elementary	2																
George Melcher Element	2	29.5	23.2	55.0	23.4	86.2	24.3			32.2	13.9	52.2	17.1			42.6	8.9
Gilman City Elementary	2			97.1	28.7	102.7	31.3			49.5	14.3	51.4	16.6				
Gorin Elementary	2	19.7	16.5	35.3	29.2	56.9	31.6	12.6	10.6	21.6	10.4	32.7	21.2	49.3	11.8	49.0	8.9
Green City Elementary	2	64.0	29.5	83.8	24.7	94.5	34.9	29.5	14.0	47.6	16.7	56.2	17.4	42.2	13.1	55.7	10.9
Griffith Elementary	2	50.0	29.5	80.3	34.0	107.7	39.4	13.7	10.0	27.0	11.6	25.8	9.8	43.3	16.1	57.5	17.9
Holman Elementary	2	46.7	24.2	79.8	23.5	98.8	16.7	21.7	15.7	38.1	18.2	48.4	23.6	29.5	11.2	48.6	16.6
James Elementary	2	28.3	26.2	43.4	29.2	67.5	42.4	11.2	9.2	33.1	14.2	44.5	18.1	28.8	10.7	42.3	17.2
Johnson-Wabash Element	2	48.8	28.1	78.2	31.2	91.7	32.2	23.6	16.2	39.7	14.2	48.3	19.7	33.3	16.0	44.2	14.7
Junction Hill Elementa	2	48.4	25.9	77.1	32.6	94.3	34.3	18.6	9.4	35.4	13.7	57.5	17.4	39.8	8.6	46.6	9.2
King City Elementary	2	56.4	35.7	81.7	37.6	98.4	36.8	31.6	14.8	46.4	21.1	53.9	21.7	38.7	17.0	50.4	8.4
La Plata R-II Elementa	2	32.6	23.8	53.3	34.1	71.3	31.6	14.8	12.7	29.2	13.3	32.6	13.1	28.5	13.7	44.1	11.8
Lee Hamilton Elementar	2	44.3	31.3	73.1	44.3	88.8	40.7	20.9	15.8	39.4	22.3	55.0	22.8			46.6	9.6
Lockwood Elementary Sc	2	39.9	29.0	64.4	35.5	79.1	34.6	13.0	11.0	25.0	11.6	32.5	13.9	29.5	16.0	45.3	8.9
Lonedell Elementary	2	47.5	31.7	83.6	35.7	100.2	33.5	18.3	11.2	39.4	16.0	54.0	17.3	33.2	13.2	60.2	12.8
Long Lane Elementary	2	56.3	32.8	85.5	33.5	116.6	39.8	29.3	18.0	38.5	15.3	44.8	15.6			42.6	10.0
Mallory Elementary	2	57.1	30.4	83.6	32.6	103.2	35.3	21.2	12.9	35.2	14.3	41.2	18.3			52.4	15.1

			This file contains Means and Standard Deviations for Y1 Dibels data														
School Name	Grade	ISF BEG MEAN	ISF BEG SD	ISF MID MEAN	ISF MID SD	LNF BEG MEAN	LNF BEG SD	LNF END MEAN	LNF END SD	PSF BEG MEAN	PSF BEG SD	PSF END MEAN	PSF END SD	NWF BEG MEAN	NWF BEG SD	NWF END MEAN	NWF END SD
Marquand-Zion Elementa	2													45.3	20.5		
Mary Harmon Weeks Elem	2													56.9	33.4		
Masterson K-2	2													51.4	24.7		
Mathis Elementary	2													42.0	22.3		
Miami Elementary	2													47.2	28.0		
Milan C-2 Elementary	2													41.0	21.4		
Monett Elementary Scho	2													58.8	29.1		
Mound City Elementary	2													42.1	22.6		
Mountain Grove Element	2													32.1	21.3		
North Mercer R-III Ele	2													52.6	21.7		
Oak Hill Elementary	2													32.6	11.6		
Parkview Elementary Sc	2													53.8	28.4		
Pate Early Childhood C	2													44.2	24.8		
Portageville Elementar	2													42.8	22.7		
Primitivo Garcia Eleme	2													43.8	24.2		
Richardson Elementary	2													84.8	46.2		
Richland Elementary	2													48.4	22.0		
Ripley Co. R-IV Elemen	2													45.5	28.3		
Risco Elementary	2													42.5	25.3		
Ross Elementary	2													43.0	20.9		
Scotland County Elemen	2																
Seymour Elementary	2													36.3	21.5		
Sheldon Elementary	2													44.3	25.0		
South Elementary	2																
Stewartsville Elementa	2													55.5	23.8		
Sullivan Elementary Sc	2													40.5	21.5		
Trailwoods Environment	2													26.1	13.2		
Troost Elementary	2													47.5	19.5		
Tuscumbia Elementary	2													31.5	29.0		
Union Star Elementary	2													52.1	42.1		
Van Buren Elementary	2													37.9	21.4		
Verona Elementary	2													34.1	15.9		
Walnut Grove Elementar	2													36.3	20.3		
Weaubleau Elementary	2													38.6	25.2		
West St. Francois Coun	2													45.0	27.9		
Wheatley Elementary	2													43.4	21.6		
Wilder Elementary	2													45.6	27.1		
Wildwood Elementary Sc	2													49.5	25.8		
Woodland Elementary	2													45.4	39.9		

			This file contains Means and Standard Deviations for Y1 Dibels data														
School Name	Grade	ORF BEG MEAN	ORF BEG SD	ORF MID MEAN	ORF MID SD	ORF END MEAN	ORF END SD	RTF BEG MEAN	RTF BEG SD	RTF MID MEAN	RTF MID SD	RTF END MEAN	RTF END SD	WUF BEG MEAN	WUF BEG SD	WUF END MEAN	WUF END SD
Marquand-Zion Elementa	2	53.1	31.2	83.1	26.9	95.9	34.5	24.9	12.3	38.5	16.8	51.5	15.0	43.6	11.4	45.5	8.7
Mary Harmon Weeks Elem	2	58.0	40.9	64.3	35.0	89.0	35.5	22.4	15.2	25.9	13.3	35.9	14.7	28.4	18.1	42.0	12.8
Masterson K-2	2	50.2	28.3	83.4	35.7	97.1	34.6	22.4	14.6	31.4	15.8	37.3	15.7	32.7	10.2	39.9	10.2
Mathis Elementary	2	36.0	20.4	67.1	29.3	82.8	31.4	15.5	13.0	26.1	13.2	34.2	16.5	29.3	14.5	53.6	17.3
Miami Elementary	2	49.6	28.2	81.8	38.0	94.8	42.5	20.0	11.6	32.4	18.7	50.0	17.7	32.2	16.2	41.2	15.0
Milan C-2 Elementary	2	38.2	28.5	72.8	32.9	81.5	34.9	21.5	14.0	33.0	21.9	49.3	21.7	33.7	18.3	47.5	13.5
Monett Elementary Scho	2	40.5	26.2	76.3	34.1	92.8	35.9			32.9	14.9	46.1	19.8			45.7	17.9
Mound City Elementary	2	48.6	30.8	84.6	31.9	105.1	23.6	21.1	17.6	39.6	17.4	52.9	18.5	39.9	15.0	45.5	13.1
Mountain Grove Element	2	32.4	23.1	70.8	35.5	82.2	37.9	18.1	14.3	28.7	11.0	36.8	14.6	30.6	12.7	51.5	12.1
North Mercer R-III Ele	2	41.4	20.8	80.7	24.8	95.8	29.7	22.5	10.0	38.2	16.4	53.9	22.2	28.5	14.8	60.0	14.7
Oak Hill Elementary	2	25.7	20.5	71.3	35.1	88.7	33.7			36.1	19.6	37.4	13.8	27.5	19.3	57.2	11.9
Parkview Elementary Sc	2	46.2	28.3	73.5	39.1	85.8	37.4	20.5	13.1	32.9	18.3	44.8	19.4	33.9	17.1	47.6	15.3
Pate Early Childhood C	2	47.7	31.3	72.8	34.8	88.0	34.5	22.5	14.2	32.0	15.3	43.2	15.3	37.0	12.9	51.6	11.1
Portageville Elementar	2	41.3	21.9	74.3	28.5	83.5	29.1	15.0	10.7	36.9	22.1	41.6	20.2	34.8	13.5	44.0	13.6
Primitivo Garcia Eleme	2	43.3	29.6	64.0	32.5	97.3	43.9			32.3	17.3	74.6	37.7			51.7	24.9
Richardson Elementary	2	38.7	20.5	47.1	25.5	64.9	29.7	14.5	9.7	26.0	14.1	45.5	19.0			60.8	27.1
Richland Elementary	2	62.2	36.2	97.2	35.5	103.6	34.8	27.5	17.4	39.1	16.2	45.8	16.7	23.5	13.1	46.7	12.6
Ripley Co. R-IV Elemen	2	58.1	32.0	84.9	37.9	91.2	34.2	23.1	19.4	40.4	23.0	49.6	18.2	35.4	12.3	56.1	7.7
Risco Elementary	2	44.3	35.3	74.8	43.4	98.6	44.2	15.0	10.3	31.4	17.2	36.7	19.8	31.9	14.2	37.8	10.5
Ross Elementary	2	38.7	16.6	75.6	25.3	86.5	26.6	26.8	11.0	37.2	20.0	45.9	14.3	33.8	8.6	49.0	13.7
Scotland County Elemen	2																
Seymour Elementary	2	35.9	27.6	69.9	35.6	85.0	35.9	15.7	10.0	28.0	10.9	38.1	15.0	24.1	13.1	40.2	13.9
Sheldon Elementary	2	51.6	36.1	85.7	50.7	93.8	48.0	30.7	16.8	35.5	16.3	35.8	13.6			44.6	17.6
South Elementary	2																
Stewartsville Elementa	2	50.9	27.7	78.7	32.1	91.0	30.2	23.5	13.1	28.4	12.2	37.7	13.2	37.8	12.9	43.0	9.9
Sullivan Elementary Sc	2	38.8	23.6	74.2	32.9	87.9	32.8	15.1	10.7	36.0	15.1	44.2	17.8	32.8	12.9	50.5	14.9
Trailwoods Environment	2	36.0	21.7	47.7	30.5	64.4	36.8			16.0	9.4	29.1	17.0			42.5	14.3
Troost Elementary	2	47.6	25.5	64.5	27.4	93.3	30.0	24.8	16.8	28.0	13.7	53.5	33.2	25.1	15.6	44.3	17.3
Tuscumbia Elementary	2	28.7	30.6	61.6	41.6	79.9	44.1	15.5	9.4	34.9	17.5	49.3	21.7	39.4	18.5	49.3	13.4
Union Star Elementary	2	51.9	39.3	70.7	49.5	79.9	52.9	20.6	14.0	34.9	17.6	30.6	16.7	37.0	17.3	38.5	15.1
Van Buren Elementary	2	46.8	24.4	91.9	34.4	95.1	34.3	18.6	12.4	25.9	9.7	27.9	11.1	30.9	13.5	44.6	9.5
Verona Elementary	2	34.3	24.2	68.0	35.9	84.1	41.5			26.3	11.4	37.9	12.2	30.1	10.8	40.8	14.8
Walnut Grove Elementar	2	44.3	25.5	70.2	33.5	85.0	35.4	17.4	10.6	28.8	12.1	31.2	11.1	32.0	12.2	44.0	12.2
Weaubleau Elementary	2	39.2	27.6	69.5	32.0	77.5	26.5	20.4	12.7	34.1	13.1	40.2	13.9	33.8	15.7	44.0	11.3
West St. Francois Coun	2	46.3	31.4	76.7	40.5	85.0	42.7	22.8	18.1	28.9	14.0	35.4	16.9	37.0	14.0	47.0	12.9
Wheatley Elementary	2	45.3	25.9	44.6	41.4	67.4	37.8	13.9	12.1	29.9	23.5	36.8	20.0	9.0		48.2	14.2
Wilder Elementary	2	38.0	30.4	74.3	39.3	90.2	43.8	14.6	14.3	33.0	21.1	45.5	21.3	27.7	13.9	46.1	10.8
Wildwood Elementary Sc	2	50.2	25.7	84.0	28.5	104.6	29.2	16.2	11.4	26.7	16.9	33.3	18.9	27.3	13.7	50.8	13.8
Woodland Elementary	2	44.4	40.5	52.2	34.6	58.7	32.9	23.8	19.4	29.9	18.7	33.5	20.9	35.7	23.2	19.7	10.0

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School Name	Grade	ISF BEG MEAN	ISF BEG SD	ISF MID MEAN	ISF MID SD	LNF BEG MEAN	LNF BEG SD	LNF END MEAN	LNF END SD	PSF BEG MEAN	PSF BEG SD	PSF END MEAN	PSF END SD	NWF BEG MEAN	NWF BEG SD	NWF END MEAN	NWF END SD
Grade 3																	
Airport Elementary	3																
Arcadia Valley Element	3																
Attucks Elementary Sch	3																
B. Banneker Elementary	3																
Bakersfield Elementary	3																
Bermuda Elementary	3																
Blenheim Elementary	3																
Bradleyville Elementar	3																
Brookfield Elementary	3																
Bunker Elementary	3																
Caruthersville Element	3																
Central Elem -FergFlo	3																
Central Elem -PierceCity	3																
Climax Springs Element	3																
Cool Valley Elementary	3																
Couch Elementary	3																
Duchesne Elementary	3																
East Carter County R-I	3																
East Elementary School	3																
Eminence Elementary Sc	3																
Fairmount Elementary M	3																
Fredericktown Intermed	3																
Garfield Elementary	3																
George Melcher Element	3																
Gilman City Elementary	3																
Gorin Elementary	3																
Green City Elementary	3																
Griffith Elementary	3																
Holman Elementary	3																
James Elementary	3																
Johnson-Wabash Element	3																
Junction Hill Elementa	3																
King City Elementary	3																
La Plata R-II Elementa	3																
Lee Hamilton Elementar	3																
Lockwood Elementary Sc	3																
Lonedell Elementary	3																
Long Lane Elementary	3																
Mallory Elementary	3																

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School Name	Grade	ORF BEG MEAN	ORF BEG SD	ORF MID MEAN	ORF MID SD	ORF END MEAN	ORF END SD	RTF BEG MEAN	RTF BEG SD	RTF MID MEAN	RTF MID SD	RTF END MEAN	RTF END SD	WUF BEG MEAN	WUF BEG SD	WUF END MEAN	WUF END SD
Grade 3																	
Airport Elementary	3	60.2	30.5	76.1	33.7	97.1	33.6	32.1	14.9	32.3	14.1	38.9	14.0	46.5	21.8	38.2	12.8
Arcadia Valley Element	3	57.0	34.2	75.4	40.6	97.1	41.1	24.5	13.4	33.7	15.9	35.6	14.2	40.9	15.5	42.9	12.4
Attucks Elementary Sch	3	53.5	27.2	60.4	28.5	77.5	31.3	13.7	6.1	34.2	14.9	29.9	15.3	53.7	29.9	43.6	24.8
B. Banneker Elementary	3	74.7	42.7	66.4	26.4	89.8	38.2	35.5	21.1	35.7	19.1	40.2	26.0	37.6	20.6	24.2	24.6
Bakersfield Elementary	3	61.0	23.0	77.6	26.7	102.9	27.7	31.8	12.7	42.8	15.2	44.5	16.2	29.6	10.4	36.7	7.3
Bermuda Elementary	3	78.7	28.6	96.5	36.8	121.9	33.2	41.5	15.1	51.2	17.9	51.6	17.5			50.3	16.9
Blenheim Elementary	3	75.1	37.0	86.4	33.4	105.0	33.5	31.2	14.0	34.1	15.7	40.5	16.9	46.6	12.9	38.5	10.1
Bradleyville Elementar	3	59.1	29.7	90.8	35.2	118.4	25.0	29.1	12.0	35.5	15.4	41.4	11.5			47.7	10.3
Brookfield Elementary	3	66.1	29.3	84.2	34.7	101.3	33.5	35.5	18.0	46.7	19.9	42.4	17.9	41.4	16.3	37.7	10.9
Bunker Elementary	3	66.4	31.5	91.4	38.1	116.7	34.1	29.6	12.1	43.9	16.1	48.1	16.0	43.8	12.3	39.4	16.3
Caruthersville Element	3	45.8	41.2	43.1	42.6	54.2	46.7			20.4	10.5	13.9	17.2	26.9	12.4	9.3	16.2
Central Elem -FergFlo	3	57.9	26.1	80.4	33.2	104.2	30.3	25.1	21.5	32.0	15.5	39.7	18.3	44.5	11.8	40.9	10.7
Central Elem -PierceCity	3	71.5	37.2	86.0	40.4	101.4	39.9	29.9	13.4	40.4	17.7	42.4	17.9	44.4	16.3	40.5	13.1
Climax Springs Element	3	45.8	27.0	60.2	25.3	74.4	29.8	29.2	22.5	24.9	9.5	31.0	11.1	32.6	24.5		
Cool Valley Elementary	3	70.4	28.1	78.5	33.5	127.1	21.1	29.8	14.2	30.9	13.7	50.8	29.0	46.6	18.1	60.6	28.7
Couch Elementary	3	90.1	42.6	112.9	60.3	127.4	53.3	34.4	9.0	60.8	16.8	71.9	7.7	34.4	11.6	45.6	15.8
Duchesne Elementary	3	69.6	35.3	90.8	42.0	104.3	39.7	33.7	20.0	46.3	23.4	55.3	30.1	43.4	15.6	43.3	12.5
East Carter County R-I	3	71.0	28.4	84.5	32.1	109.1	34.7	41.3	15.7	42.0	16.4	44.6	18.1	44.3	12.3	40.8	11.8
East Elementary School	3	66.2	30.8	64.3	38.9	82.9	43.9	33.1	15.9	29.4	16.9	39.0	21.7	47.4	25.7	28.4	14.4
Eminence Elementary Sc	3	80.2	30.7	95.7	31.6	112.4	31.2	28.1	8.9	38.7	13.5	38.0	11.2			34.3	9.3
Fairmount Elementary M	3	67.0	41.6	69.2	40.4	93.1	44.4	37.6	28.5	32.3	12.8	38.4	16.3	44.2	13.3	49.8	19.3
Fredericktown Intermed	3	69.3	30.1	87.3	33.8	99.5	34.0	29.8	13.3	39.6	18.7	41.0	18.6	37.4	16.0	35.3	14.8
Garfield Elementary	3																
George Melcher Element	3	56.6	27.4	63.0	25.9	87.9	35.4	50.3	24.8	24.9	20.3	39.8	22.9			30.2	8.7
Gilman City Elementary	3			92.7	41.4	110.9	45.1			43.2	20.5	50.5	18.2			44.0	10.8
Gorin Elementary	3	79.0	38.6	96.7	37.8	110.3	20.4	26.0	17.8	35.3	18.8	50.3	7.4	59.0	14.5	55.3	9.3
Green City Elementary	3	54.0	38.0	68.6	44.5	82.0	42.7	27.0	16.2	44.6	19.5	55.8	22.9	42.1	17.2	52.3	19.5
Griffith Elementary	3	75.7	26.2	99.4	33.6	111.2	32.5	26.1	10.1	36.6	16.3	26.1	10.2	54.3	12.8	41.3	10.3
Holman Elementary	3	72.5	26.6	92.2	31.1	113.7	24.4	36.2	14.7	45.3	13.3	44.2	16.5	48.4	11.0	43.1	11.0
James Elementary	3	47.0	30.5	53.6	34.6	71.1	38.0	21.2	13.5	24.0	14.1	25.7	15.5	32.5	13.4	23.9	11.0
Johnson-Wabash Element	3	63.8	31.4	88.8	37.8	106.2	34.8	26.9	16.6	42.3	18.8	42.0	21.1	35.5	18.2	38.1	13.1
Junction Hill Elementa	3	75.3	31.8	93.3	36.9	125.7	23.5	27.4	11.5	53.9	19.9	70.5	15.1	51.7	15.8	44.1	10.5
King City Elementary	3	73.9	28.3	84.4	31.1	103.6	26.4	37.9	15.1	44.3	11.2	56.8	22.0	46.8	14.1	45.7	9.9
La Plata R-II Elementa	3	80.2	32.4	93.6	35.6	112.3	33.7	41.3	18.3	42.2	19.2	41.0	11.8	36.6	14.3	33.5	10.0
Lee Hamilton Elementar	3	92.6	73.9	102.3	36.5	112.2	31.9	38.4	17.9	44.6	19.1	48.9	16.3			35.5	13.1
Lockwood Elementary Sc	3	79.9	37.8	94.5	35.5	113.6	37.3	31.4	12.9	48.0	17.8	45.8	17.5	55.3	16.9	43.5	9.4
Lonedell Elementary	3	55.6	26.5	65.5	27.8	85.8	30.2	22.8	11.0	24.4	11.2	39.8	16.8	35.2	12.4	41.6	12.3
Long Lane Elementary	3	77.8	34.4	99.0	42.7	119.3	41.3	34.0	11.7	41.2	16.6	46.4	14.8			28.5	8.0
Mallory Elementary	3	79.9	35.3	88.7	40.5	106.9	40.2	27.6	14.4	38.9	16.8	38.5	17.1	22.0		35.4	12.2

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School Name	Grade	ISF BEG MEAN	ISF BEG SD	ISF MID MEAN	ISF MID SD	LNF BEG MEAN	LNF BEG SD	LNF END MEAN	LNF END SD	PSF BEG MEAN	PSF BEG SD	PSF END MEAN	PSF END SD	NWF BEG MEAN	NWF BEG SD	NWF END MEAN	NWF END SD
Marquand-Zion Elementa	3																
Mary Harmon Weeks Elem	3																
Masterson K-2	3																
Mathis Elementary	3																
Miami Elementary	3																
Milan C-2 Elementary	3																
Monett Elementary Scho	3																
Mound City Elementary	3																
Mountain Grove Element	3																
North Mercer R-III Ele	3																
Oak Hill Elementary	3																
Parkview Elementary Sc	3																
Pate Early Childhood C	3																
Portageville Elementar	3																
Primitivo Garcia Eleme	3																
Richardson Elementary	3																
Richland Elementary	3																
Ripley Co. R-IV Elemen	3																
Risco Elementary	3																
Ross Elementary	3																
Scotland County Elemen	3																
Seymour Elementary	3																
Sheldon Elementary	3																
South Elementary	3																
Stewartsville Elementa	3																
Sullivan Elementary Sc	3																
Trailwoods Environment	3																
Troost Elementary	3																
Tuscumbia Elementary	3																
Union Star Elementary	3																
Van Buren Elementary	3																
Verona Elementary	3																
Walnut Grove Elementar	3																
Weaubleau Elementary	3																
West St. Francois Coun	3																
Wheatley Elementary	3																
Wilder Elementary	3																
Wildwood Elementary Sc	3																
Woodland Elementary	3																

			This file contains Means and Standard Deviations for Y1 Dibels data														
School Name	Grade	ORF BEG MEAN	ORF BEG SD	ORF MID MEAN	ORF MID SD	ORF END MEAN	ORF END SD	RTF BEG MEAN	RTF BEG SD	RTF MID MEAN	RTF MID SD	RTF END MEAN	RTF END SD	WUF BEG MEAN	WUF BEG SD	WUF END MEAN	WUF END SD
Marquand-Zion Elementa	3	75.9	29.5	87.6	34.7	108.6	33.6	32.2	9.9	47.3	19.6	43.8	9.0	51.3	12.7	37.5	10.6
Mary Harmon Weeks Elem	3	70.8	33.1	79.1	36.6	97.9	37.9	30.3	10.8	42.9	14.9	44.3	21.4	44.5	13.9	44.2	19.9
Masterson K-2	3																
Mathis Elementary	3	64.8	25.4	87.8	26.6	113.1	25.5	23.9	11.8	32.5	13.6	39.7	15.9	38.0	14.2	35.5	12.0
Miami Elementary	3	68.3	37.1	84.1	42.0	123.3	47.7	32.2	14.7	48.1	20.3	79.6	34.2	39.4	16.3	62.1	24.5
Milan C-2 Elementary	3	58.2	29.0	81.3	29.5	100.8	33.5	31.4	17.4	46.2	22.8	49.7	25.4	39.0	17.1	45.0	15.6
Monett Elementary Scho	3	70.4	33.1	85.4	37.0	102.0	37.0			36.8	18.9	44.0	20.0			34.2	12.2
Mound City Elementary	3	74.1	26.9	103.9	32.5	137.9	17.9	41.1	18.4	57.1	19.9	69.5	20.6	50.8	13.2	50.4	11.1
Mountain Grove Element	3	42.5	8.1	71.0	8.2	90.6	11.7	25.1	8.3	33.9	10.2	43.4	14.4	42.9	15.8	46.9	6.7
North Mercer R-III Ele	3	71.7	35.9	96.7	40.9	114.4	37.7	36.8	22.2	57.4	27.8	61.7	21.6	37.6	14.0	43.3	10.5
Oak Hill Elementary	3	88.1	39.2	109.1	34.1	133.4	30.1			42.5	16.2	35.4	14.4	75.2	56.9	37.8	10.6
Parkview Elementary Sc	3	64.7	37.0	76.1	42.4	93.5	42.9	29.6	17.8	36.5	20.8	42.0	25.2	41.6	16.0	36.9	14.2
Pate Early Childhood C	3	77.7	33.1	92.7	35.9	108.8	32.5	40.3	18.5	43.2	16.5	49.1	15.8	49.3	16.2	42.8	12.8
Portageville Elementar	3	73.7	30.1	95.5	39.0	105.4	41.7	34.8	16.2	43.7	16.3	46.1	19.2	51.5	24.6	38.3	12.5
Primitivo Garcia Eleme	3	62.2	33.6	65.9	36.3	94.3	37.2	31.3	16.5	36.2	19.5	44.1	20.3	54.0	24.6	35.0	16.1
Richardson Elementary	3	117.7	69.4	60.1	38.4	99.6	59.6	25.3	11.7	32.1	14.7	35.4	18.1	58.2	24.2	56.1	29.4
Richland Elementary	3	93.9	35.4	117.6	43.1	129.2	34.7	34.8	20.4	50.6	18.9	48.5	17.6	46.9	12.1	37.9	10.0
Ripley Co. R-IV Elemen	3	67.9	29.9	81.9	27.4	106.7	25.5	36.1	12.4	39.5	16.7	45.1	17.2	48.1	9.7	48.2	18.3
Risco Elementary	3	67.1	31.0	82.3	30.0	97.7	30.6	25.1	10.3	37.8	17.1	42.8	15.2	33.9	9.3	36.4	17.0
Ross Elementary	3	68.0	23.8	85.0	25.5	99.8	21.5	31.4	12.7	46.0	17.0	37.6	14.0	45.5	11.3	36.6	11.7
Scotland County Elemen	3																
Seymour Elementary	3	67.5	35.7	86.4	43.8	104.3	48.3	29.4	13.7	36.8	16.1	41.7	17.9	41.3	15.2	37.4	11.1
Sheldon Elementary	3	70.5	31.9	82.6	41.7	96.4	32.8	28.7	12.2	32.5	18.1	30.5	16.1			33.0	9.7
South Elementary	3	77.1	35.7	91.4	37.7	104.5	37.3	28.8	16.1	36.1	14.9	34.0	16.4	40.9	14.1	35.3	10.3
Stewartsville Elementa	3	75.1	31.3	92.1	29.9	110.5	26.8	33.1	19.8	43.7	16.1	79.0	26.9	38.9	12.2	38.2	9.7
Sullivan Elementary Sc	3	59.3	28.9	87.7	33.3	101.8	34.8	23.7	14.4	40.0	16.0	38.1	15.2	36.9	15.0	40.7	13.9
Trailwoods Environment	3	60.7	31.8	65.0	33.4	84.1	37.3			30.8	12.5	31.7	13.2			29.0	12.2
Troost Elementary	3	63.5	25.5	69.5	27.0	101.8	30.9	33.6	18.6	38.3	18.5	49.1	16.0	47.2	14.5	42.3	10.1
Tuscumbia Elementary	3	76.2	25.7	101.1	32.7	124.8	33.2	42.3	22.3	56.8	19.7	72.0	19.5	65.5	17.4	56.2	9.8
Union Star Elementary	3	78.8	35.4	93.6	35.5	118.4	36.2	35.3	16.3	50.8	21.0	54.7	9.0	49.2	20.0		
Van Buren Elementary	3	82.4	35.9	100.9	40.8	112.8	37.4	26.9	14.2	37.7	14.9	37.2	14.5	49.7	16.6	41.6	11.9
Verona Elementary	3	65.6	39.1	87.8	42.6	102.7	37.8	18.8	11.7	25.5	14.8	42.5	17.9	45.6	12.6	39.0	15.1
Walnut Grove Elementar	3	58.9	24.8	78.4	31.5	95.9	30.2	20.7	10.3	28.6	15.9	32.7	15.3	41.1	13.2	35.5	12.0
Weaubleau Elementary	3	75.0	35.0	89.6	38.2	99.6	35.6	41.8	19.3	42.1	20.2	36.6	18.3	43.2	21.2	34.8	13.4
West St. Francois Coun	3	62.4	30.6	79.6	34.8	95.6	37.1	29.2	15.4	36.3	16.2	40.5	15.0	41.8	17.3	32.9	11.0
Wheatley Elementary	3	50.2	22.8	57.4	25.2	90.1	28.1	37.0	15.6	28.5	15.2	22.7	11.6			37.8	18.4
Wilder Elementary	3	64.9	28.8	90.7	37.0	107.6	32.1	29.4	12.6	40.6	19.9	46.3	16.7	37.4	17.1	33.9	8.8
Wildwood Elementary Sc	3	79.8	29.7	90.0	31.7	110.8	31.6	31.5	15.1	40.1	15.3	52.3	20.5	52.0	22.5	50.7	16.7
Woodland Elementary	3	52.3	25.6	72.4	30.9	85.2	27.4	25.5	17.5	35.8	18.8	34.1	17.0	30.0	19.2	22.8	13.0

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School Name	Grade	ISF BEG MEAN	ISF BEG SD	ISF MID MEAN	ISF MID SD	LNF BEG MEAN	LNF BEG SD	LNF END MEAN	LNF END SD	PSF BEG MEAN	PSF BEG SD	PSF END MEAN	PSF END SD	NWF BEG MEAN	NWF BEG SD	NWF END MEAN	NWF END SD
Grade K																	
Airport Elementary	K	7.5	5.4	32.1	16.5	15.0	12.9	50.1	15.8			41.3	12.2			31.4	15.3
Arcadia Valley Element	K	9.2	7.7	31.1	11.8	11.1	10.4	50.4	14.3			49.8	9.0			44.7	15.0
Attucks Elementary Sch	K	14.7	14.2	24.1	12.0	19.2	15.2	51.3	18.4			49.6	21.2			33.6	13.7
B. Banneker Elementary	K	5.9	3.2	27.0	21.0	16.1	15.1	55.1	23.8			31.0	14.3			36.3	23.7
Bakersfield Elementary	K	11.0	6.0	29.1	11.2	16.1	13.4	51.9	11.7			58.7	7.6			44.7	17.0
Bermuda Elementary	K	14.2	9.3	28.7	7.6	20.9	11.6	55.5	13.3			53.1	11.8			41.0	12.8
Blenheim Elementary	K	14.1	8.4	22.4	10.3	18.3	15.8	41.8	15.0			37.9	13.4			35.8	17.3
Bradleyville Elementar	K	8.5	5.0	30.0	14.9	11.1	19.0	45.4	8.9			64.8	6.2			31.8	7.4
Brookfield Elementary	K	9.6	7.4	23.8	8.9	10.2	10.5	46.6	17.4			46.9	10.8			35.7	19.9
Bunker Elementary	K	12.9	5.9	23.6	7.8	12.5	11.6	50.9	17.5			53.6	13.3			60.2	22.3
Caruthersville Element	K	3.1	3.9	16.2	12.4	3.4	6.9	24.8	11.4			24.3	9.6			10.7	12.4
Central Elem -FergFlo	K	9.0	4.7	25.1	11.6	13.5	14.2	47.1	16.7			52.3	13.8			34.7	19.8
Central Elem -PierceCity	K	8.6	5.9	23.8	16.3	10.0	10.6	41.7	18.3			38.5	16.0			28.7	18.9
Climax Springs Element	K	7.1	7.4	18.5	6.5	13.6	13.1	47.4	13.3			54.2	4.8			34.3	11.5
Cool Valley Elementary	K	8.3	5.3	23.5	9.9	13.6	11.9	48.7	13.9			46.5	17.6			36.5	20.0
Couch Elementary	K	12.8	9.0	26.4	14.9	14.7	16.3	45.9	16.8			44.0	18.2			38.3	20.1
Duchesne Elementary	K	9.3	7.7	22.0	11.1	15.7	14.5	47.0	17.9			39.5	14.0			36.7	21.2
East Carter County R-I	K	6.9	7.3	20.1	9.2	14.0	13.9	40.6	16.6			45.0	12.7			31.5	17.3
East Elementary School	K	8.1	6.3	21.2	13.9	11.3	13.3	34.6	17.1			30.5	15.8			21.9	15.6
Eminence Elementary Sc	K	9.8	7.1	20.6	6.6	18.8	13.6	40.7	21.1			50.3	9.4			39.9	16.2
Fairmount Elementary M	K	18.0	9.8	18.9	9.3	16.9	17.0	40.2	21.7			37.3	17.9			29.6	26.9
Fredericktown Elementa	K	12.0	11.2	28.9	13.8	8.4	11.0	43.4	16.1			42.5	13.7			32.8	16.8
Garfield Elementary	K	6.3	3.9	26.5	14.5	11.6	12.7	61.7	13.5			37.8	11.8			38.7	22.8
George Melcher Element	K	13.9	14.3	14.9	8.4	11.4	12.2	30.9	16.4			33.7	21.9			20.7	15.9
Gilman City Elementary	K			27.8	4.5			59.0	18.0			49.3	5.1			39.3	6.4
Gorin Elementary	K	8.5	12.0	18.5	10.6	17.0	24.0	41.0	14.1			53.5	7.8			34.0	25.5
Green City Elementary	K	6.4	9.1	22.0	8.3	13.3	13.9	44.0	20.4			46.0	15.6			38.1	20.8
Griffith Elementary	K	9.2	7.5	27.4	10.6	14.7	13.7	56.3	12.5			56.3	10.5			47.0	12.6
Holman Elementary	K	8.6	3.3	28.5	12.5	14.0	10.1	50.8	15.2			40.7	12.5			38.3	13.8
James Elementary	K	6.1	3.4	16.7	11.0	7.6	9.6	29.2	13.9			19.5	15.3			15.6	12.6
Johnson-Wabash Element	K	11.0	9.3	21.6	11.0	10.2	10.7	45.7	12.6			41.8	21.0			38.9	14.7
Junction Hill Elementa	K	13.7	12.1	25.3	11.9	16.9	17.7	46.4	15.2			60.2	5.6			33.6	14.2
King City Elementary	K	10.8	7.1	25.7	9.1	19.0	13.6	54.2	12.5			49.0	8.2			43.7	16.3
La Plata R-II Elementa	K	6.8	3.5	23.0	7.6	10.7	9.3	46.4	9.9			47.5	12.4			28.1	13.2
Lee Hamilton Elementar	K	11.0	11.4	21.2	10.7	14.3	13.1	43.4	16.4			39.7	17.4			27.9	16.9
Lockwood Elementary Sc	K	5.8	7.2	21.7	12.4	9.4	9.9	41.4	17.1			49.1	22.4			36.8	15.5
Lonedell Elementary	K	7.1	5.9	20.5	9.2	9.4	9.4	42.7	16.1			55.3	18.0			30.8	16.0
Long Lane Elementary	K	7.8	7.0	27.0	11.9	10.6	9.6	53.6	17.1			56.1	5.2			46.1	16.0
Mallory Elementary	K	8.7	5.5	21.1	9.5	12.6	13.0	44.3	15.7			46.9	15.4			31.0	18.4

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School Name	Grade	ORF BEG MEAN	ORF BEG SD	ORF MID MEAN	ORF MID SD	ORF END MEAN	ORF END SD	RTF BEG MEAN	RTF BEG SD	RTF MID MEAN	RTF MID SD	RTF END MEAN	RTF END SD	WUF BEG MEAN	WUF BEG SD	WUF END MEAN	WUF END SD
Grade K																	
Airport Elementary	K													1.5	1.7	35.0	11.9
Arcadia Valley Element	K													16.1	10.4	40.6	11.1
Attucks Elementary Sch	K													14.5	22.2	38.4	15.5
B. Banneker Elementary	K															49.0	26.4
Bakersfield Elementary	K													19.7	10.3	39.8	9.3
Bermuda Elementary	K															36.2	14.9
Blenheim Elementary	K															23.7	11.7
Bradleyville Elementar	K													28.0		46.6	12.4
Brookfield Elementary	K													4.0	8.1	35.5	15.4
Bunker Elementary	K													17.2	9.7	40.4	12.9
Caruthersville Element	K															19.1	14.1
Central Elem -FergFlo	K													9.9	11.1	45.2	14.7
Central Elem -PierceCity	K													2.6	5.4	34.0	13.9
Climax Springs Element	K													4.0	6.0	29.7	12.8
Cool Valley Elementary	K													19.2	27.6	39.7	17.3
Couch Elementary	K													12.6	13.2	30.1	15.7
Duchesne Elementary	K													10.3	11.5	39.8	12.8
East Carter County R-I	K													13.1	16.5	30.6	14.2
East Elementary School	K																
Eminence Elementary Sc	K															38.6	14.6
Fairmount Elementary M	K															25.8	11.9
Fredericktown Elementa	K													4.8	7.8	37.7	16.3
Garfield Elementary	K													5.1	11.1	38.1	11.6
George Melcher Element	K															37.1	14.1
Gilman City Elementary	K															38.0	5.0
Gorin Elementary	K													23.5	33.2	68.5	7.8
Green City Elementary	K													12.4	12.9	54.9	20.9
Griffith Elementary	K													14.8	16.9	56.2	26.0
Holman Elementary	K													6.0	9.4	37.9	11.4
James Elementary	K															19.8	10.2
Johnson-Wabash Element	K															40.2	19.1
Junction Hill Elementa	K													8.8	9.1	42.2	10.8
King City Elementary	K													4.3	7.1	40.8	9.9
La Plata R-II Elementa	K													3.8	6.0	36.3	10.8
Lee Hamilton Elementar	K															34.1	16.3
Lockwood Elementary Sc	K													7.9	8.8	42.3	17.3
Lonedell Elementary	K													8.3	7.6	45.4	12.4
Long Lane Elementary	K															50.1	11.5
Mallory Elementary	K													3.5	6.4	36.3	14.5

			This file contains Means and Standard Deviations for Y1 Dibels data														
School Name	Grade	ISF BEG MEAN	ISF BEG SD	ISF MID MEAN	ISF MID SD	LNF BEG MEAN	LNF BEG SD	LNF END MEAN	LNF END SD	PSF BEG MEAN	PSF BEG SD	PSF END MEAN	PSF END SD	NWF BEG MEAN	NWF BEG SD	NWF END MEAN	NWF END SD
Marquand-Zion Elementa	K	7.4	7.5	17.4	8.1	9.7	8.1	40.8	13.7			47.6	5.4			31.5	14.5
Mary Harmon Weeks Elem	K	11.1	11.8	24.3	11.9	22.9	31.9	60.5	35.2			39.6	22.9			45.8	39.2
Masterson K-2	K	6.9	6.5	18.4	10.4	10.5	13.0	38.9	18.2			44.7	15.8			30.1	19.7
Mathis Elementary	K	13.8	13.8	19.2	10.5	13.4	12.8	43.2	18.5			48.3	16.4			35.1	18.4
Miami Elementary	K	9.1	9.2	22.4	10.8	10.2	15.2	42.0	16.7			43.4	14.1			32.3	21.5
Milan C-2 Elementary	K	7.6	8.9	22.4	9.9	9.4	13.0	41.2	19.6			49.6	13.2			31.9	19.5
Monett Elementary Scho	K	7.2	6.9	18.4	11.8	10.0	12.1	45.3	17.7			46.4	18.0			38.5	20.1
Mound City Elementary	K	10.2	7.2	32.8	10.7	20.1	12.1	57.5	13.6			71.6	3.7			50.2	15.5
Mountain Grove Element	K	7.4	6.1	29.9	11.2	7.0	6.7	45.1	12.8			45.8	8.5			36.4	8.6
North Mercer R-III Ele	K	8.1	6.4	32.2	15.6	14.6	9.6	56.5	15.2			62.9	8.9			50.5	17.3
Oak Hill Elementary	K	8.3	5.3	39.0	18.8	15.2	10.6	57.3	9.3			51.0	9.2			50.2	18.4
Parkview Elementary Sc	K	11.3	7.8	21.1	10.3	15.6	15.4	47.1	17.5			50.6	12.1			40.7	18.9
Pate Early Childhood C	K	9.0	7.8	19.5	10.1	14.3	12.9	41.1	15.2			42.7	12.5			26.4	14.4
Portageville Elementar	K	6.3	6.1	26.6	14.1	13.5	12.7	52.4	19.6			43.2	18.7			47.6	23.5
Primitivo Garcia Eleme	K	7.4	6.2	16.5	8.9	13.6	13.1	39.2	16.4			39.7	20.7			25.3	12.8
Richardson Elementary	K	13.7	15.1	17.9	17.6	12.0	18.0	35.3	21.8			18.8	12.4			23.5	17.1
Richland Elementary	K	2.5	1.9	21.2	10.6	14.7	10.3	42.8	13.9			43.4	12.1			31.3	11.2
Ripley Co. R-IV Elemen	K	7.3	5.0	22.5	6.3	5.4	6.3	41.5	13.6			34.0	11.4			25.5	8.6
Risco Elementary	K	8.9	9.7	28.8	12.9	15.1	16.1	46.9	22.5			46.1	19.8			33.7	23.6
Ross Elementary	K	5.1	4.0	20.9	11.4	11.2	11.9	41.9	18.1			31.3	11.9			31.1	16.5
Scotland County Elemen	K	12.2	10.5	26.6	13.3	13.2	14.3	47.5	14.7			42.5	7.8			39.8	16.7
Seymour Elementary	K	9.7	6.7	21.7	9.5	9.4	8.7	36.8	15.8			36.8	16.5			26.7	16.5
Sheldon Elementary	K	6.2	4.2	16.6	9.4	4.4	5.7	27.4	15.7			47.8	22.9			23.1	15.8
South Elementary	K																
Stewartsville Elementa	K	12.3	6.8	21.6	7.7	10.7	8.6	48.9	16.9			50.7	7.4			42.2	15.6
Sullivan Primary Schoo	K	7.7	6.9	22.1	12.5	11.0	12.8	46.3	16.2			48.5	12.6			33.9	17.0
Trailwoods Environment	K	6.6	5.8	16.6	8.6	6.1	9.9	42.1	15.5			35.4	12.2			28.7	14.3
Troost Elementary	K	8.6	5.6	18.1	8.6	19.2	13.9	44.1	13.9			35.3	15.4			29.3	14.7
Tuscumbia Elementary	K	10.6	5.6	16.0	9.3	10.8	12.8	38.8	15.0			48.0	14.4			21.3	12.5
Union Star Elementary	K	7.1	10.6	22.0	8.5	18.1	18.7	44.5	15.5			56.6	8.6			26.4	13.3
Van Buren Elementary	K	8.3	6.2	20.1	7.4	12.3	11.7	40.3	14.2			48.1	7.2			26.7	11.3
Verona Elementary	K	7.0	5.9	31.8	13.3	7.3	10.0	43.1	12.7			44.2	9.7			36.3	10.8
Walnut Grove Elementar	K	7.4	6.2	20.3	8.5	9.7	10.9	43.4	14.2			40.8	17.8			30.0	14.9
Weaubleau Elementary	K	10.6	6.9	22.3	11.3	11.5	13.5	45.1	19.1			54.0	8.5			34.8	15.5
West St. Francois Coun	K	6.9	5.9	38.3	14.2	13.0	11.9	52.5	15.5			48.1	8.6			37.8	17.2
Wheatley Elementary	K	7.5	6.4	16.8	10.5	14.9	16.5	38.7	21.2			27.2	16.0			24.8	18.1
Wilder Elementary	K	10.1	7.8	25.7	9.7	13.6	15.1	49.4	16.4			48.7	11.0			34.2	21.0
Wildwood Elementary Sc	K	4.0	2.3	36.1	16.0	8.7	10.6	48.7	16.9			52.0	14.4			39.9	17.8
Woodland Elementary	K	7.7	7.2	16.8	10.7	10.6	14.2	40.8	18.6			29.1	16.1			26.9	17.9

			This file contains Means and Standard Deviations for Y1 Dibels data															
School Name	Grade	ORF BEG MEAN	ORF BEG SD	ORF MID MEAN	ORF MID SD	ORF END MEAN	ORF END SD	RTF BEG MEAN	RTF BEG SD	RTF MID MEAN	RTF MID SD	RTF END MEAN	RTF END SD	WUF BEG MEAN	WUF BEG SD	WUF END MEAN	WUF END SD
Marquand-Zion Elementa	K													2.3	4.6	30.6	17.4
Mary Harmon Weeks Elem	K															61.2	47.3
Masterson K-2	K													6.3	9.9	25.6	16.4
Mathis Elementary	K													2.2	3.4	37.0	16.0
Miami Elementary	K													3.8	8.9	42.4	15.2
Milan C-2 Elementary	K													2.9	7.6	43.2	15.3
Monett Elementary Scho	K															39.4	15.0
Mound City Elementary	K													5.8	9.7	52.6	8.9
Mountain Grove Element	K													14.7	19.5	45.8	14.4
North Mercer R-III Ele	K													8.6	11.3	53.2	16.3
Oak Hill Elementary	K													12.8	6.2	42.5	10.6
Parkview Elementary Sc	K													5.1	9.8	45.5	13.5
Pate Early Childhood C	K													4.9	9.2	36.4	12.1
Portageville Elementar	K													8.8	9.5	42.5	14.2
Primitivo Garcia Eleme	K															29.0	16.2
Richardson Elementary	K															33.6	31.3
Richland Elementary	K													15.4	17.4	34.8	11.1
Ripley Co. R-IV Elemen	K													2.8	5.7	47.1	12.3
Risco Elementary	K													2.6	4.7	32.1	14.0
Ross Elementary	K													2.4	4.6	35.5	20.1
Scotland County Elemen	K													10.9	12.2	42.7	9.9
Seymour Elementary	K													2.6	4.9	32.4	16.5
Sheldon Elementary	K															31.3	12.0
South Elementary	K																
Stewartsville Elementa	K													12.2	13.0	45.6	10.8
Sullivan Primary Schoo	K													9.5	9.4	36.4	14.2
Trailwoods Environment	K															31.6	11.3
Troost Elementary	K															33.5	11.3
Tuscumbia Elementary	K													18.5	17.3	36.0	17.5
Union Star Elementary	K													15.3	9.0	42.9	11.1
Van Buren Elementary	K													7.2	9.9	40.4	10.6
Verona Elementary	K															46.4	10.5
Walnut Grove Elementar	K													6.3	12.2	38.1	15.4
Weaubleau Elementary	K													5.8	10.5	37.7	13.8
West St. Francois Coun	K													4.5	7.7	42.5	18.5
Wheatley Elementary	K															32.0	25.8
Wilder Elementary	K													11.5	13.5	35.9	12.7
Wildwood Elementary Sc	K													6.4	9.8	41.7	11.3
Woodland Elementary	K													8.5	11.0	24.1	15.1

School Rank by DIBELS Subscale

	Grade K																
School Name	ISF Beg Rank	ISF MID Rank	INF Beg Rank	INF End Rank	PSF Beg Rank	PSF End Rank	NWF Beg Rank	NWF End Rank	ORF Beg Rank	ORF Mid Rank	ORF End Rank	RTF Beg Rank	RTF Mid Rank	RTF End Rank	WUF Beg Rank	WUF End Rank
Airport Elementary	49	6	19	19		54		50							55	55
Arcadia Valley Element	28	8	49	18		21		9							7	28
Attucks Elementary Sch	2	29	5	15		22		43							12	37
B. Banneker Elementary	71	19	14	9		71		30								8
Bakersfield Elementary	16.5	11	13	14		5		10							3	33
Bermuda Elementary	3	14	2	8		14		13								50
Blenheim Elementary	4	36	8	54		62		32								74
Bradleyville Elementar	38.5	9	48	36		2		47							1	10
Brookfield Elementary	26	30	59	30		37		33							42	54
Bunker Elementary	9	32	40	16		12		1							6	29
Caruthersville Element	75	75	76	77		75		77								76
Central Elementary-FergFlo	32	27	33	26		15		36							21	16
Central Elementary-PierceCity	35	31	60	55		61		59							50	58
Climax Springs Element	59	62.5	29	25		10		37							43	69
Cool Valley Elementary	42	33	30	23		38		28							4	34
Couch Elementary	10	23	21	34		46		23							15	68
Duchesne Elementary	27	41.5	15	28		60		27							20	32
East Carter County R-I	62	58	27	64		43		49							13	67
East Elementary School	44	49	46	73		72		73								
Eminence Elementary Sc	24	54	7	63		20		16								36
Fairmount Elementary M	1	61	12	66		64		57								71
Fredericktown Elementa	13	12	69	45		51		44							39	43
Garfield Elementary	68	22	43	1		63		20							37	39
George Melcher Element	5	77	45	74		69		75								44
Gilman City Elementary		16		3		24		18								40
Gorin Elementary	38.5	62.5	10	60		13		39							2	1
Green City Elementary	66	43	36	43		41		24							16	4
Griffith Elementary	29	17	23	7		7		6							10	3
Holman Elementary	36	15	28	17		56		22							33	41
James Elementary	70	71	70	75		76		76								75
Johnson-Wabash Element	16.5	47	58	35		53		19								31
Junction Hill Elementa	7	26	11	31		4		42							24	25
King City Elementary	19	25	6	10		26		11							41	27
La Plata R-II Elementa	64	34	53	32		35		61							45	48
Lee Hamilton Elementar	18	48	25	46		57		62								57
Lockwood Elementary Sc	72	44	65	57		25		26							28	24
Lonedell Elementary	57	55	66	50		9		54							27	15
Long Lane Elementary	45	18	55	11		8		7								7
Mallory Elementary	34	52	39	41		36		53							46	49
Marquand-Zion Elementa	52	68	63	62		34		48							53	66
Mary Harmon Weeks Elem	15	28	1	2		59		8								2

	Grade K																
School Name	ISF Beg Rank	ISF MID Rank	INF Beg Rank	INF End Rank	PSF Beg Rank	PSF End Rank	NWF Beg Rank	NWF End Rank	ORF Beg Rank	ORF Mid Rank	ORF End Rank	RTF Beg Rank	RTF Mid Rank	RTF End Rank	WUF Beg Rank	WUF End Rank
Masterson K-2	63	64	56	68		44		55							32	72
Mathis Elementary	6	60	35	47		29		34							54	45
Miami Elementary	30	37	57	52		47		45							44	23
Milan C-2 Elementary	48	38	64	58		23		46							47	17
Monett Elementary Scho	56	65	61	37		39		21								35
Mound City Elementary	22	4	3	4		1		3.5							35	6
Mountain Grove Element	53	10	72	39		42		29							11	12
North Mercer R-III Ele	43	5	24	6		3		2							25	5
Oak Hill Elementary	40	1	17	5		17		3.5							14	20.5
Parkview Elementary Sc	14	51	16	27		19		14							36	14
Pate Early Childhood C	31	59	26	59		50		67							38	46
Portageville Elementar	67	20	34	13		49		5							23	20.5
Primitivo Garcia Eleme	54	74	31	67		58		69								70
Richardson Elementary	8	67	42	72		77		71								59
Richland Elementary	76	50	22	49		48		51							8	56
Ripley Co. R-IV Elemen	55	35	74	56		68		68							48	9
Risco Elementary	33	13	18	29		40		41							49	62
Ross Elementary	73	53	47	53		70		52							52	53
Scotland County Elemen	12	21	37	24		52		17							19	19
Seymour Elementary	25	45	67	71		65		64.5							51	61
Sheldon Elementary	69	73	75	76		33		72								65
South Elementary																
Stewartsville Elementa	11	46	52	21		18		12							17	13
Sullivan Primary Schoo	46	40	50	33		28		40							22	47
Trailwoods Environment	65	72	73	51		66		60								64
Troost Elementary	37	66	4	42		67		58								60
Tuscumbia Elementary	20	76	51	69		32		74							5	51
Union Star Elementary	58	41.5	9	40		6		66							9	18
Van Buren Elementary	41	57	41	65		31		64.5							29	30
Verona Elementary	60	7	71	48		45		31								11
Walnut Grove Elementar	51	56	62	44		55		56							31	38
Weaubleau Elementary	21	39	44	38		11		35							34	42
West St. Francois Coun	61	2	38	12		30		25							40	22
Wheatley Elementary	50	70	20	70		74		70								63
Wilder Elementary	23	24	32	20		27		38							18	52
Wildwood Elementary Sc	74	3	68	22		16		15							30	26
Woodland Elementary	47	69	54	61		73		63							26	73

	Grade 1															
School Name	ISF Beg Rank	ISF MID Rank	INF Beg Rank	INF End Rank	PSF Beg Rank	PSF End Rank	NWF Beg Rank	NWF End Rank	ORF Beg Rank	ORF Mid Rank	ORF End Rank	RTF Beg Rank	RTF Mid Rank	RTF End Rank	WUF Beg Rank	WUF End Rank
Airport Elementary			9		59	47	14	31		36	38		42	62	17	37
Arcadia Valley Element			17		48	33	13	14		34	46		57	54	14	45
Attucks Elementary Sch			55		49	18	58	69		74	73		65	35	9	12
B. Banneker Elementary			28		60	65	62	67		63	57		44	26		32
Bakersfield Elementary			43		12	6	6	16		43	29			66	2	47
Bermuda Elementary			2		29	46	5	24		15	17		34	39	6	44
Blenheim Elementary			56		63	67	57	70		69	70		53	57		61
Bradleyville Elementar			19		51	4	41	3		9	8		12	18		5
Brookfield Elementary			67		38	34	60	46		47	47		49	29	52	53
Bunker Elementary			4		1	44	2	4		2	1		4	12	25	7
Caruthersville Element			73		33	73	70	73		75	76		73	75	49	73
Central Elementary-FergFlo			15		43	45	68	68		30	28		17	19	5	40
Central Elementary-PierceCity			49		55	53	38	41		56	33		59	43	56	63
Climax Springs Element			46		42	49	28	53		44	40.5		62	42	51	67
Cool Valley Elementary			21		68	58	52	39.5		62	30		47	10	36	18
Couch Elementary			39		64	39	59	47		58	61		72	72	26	20
Duchesne Elementary			50		70	12	45	43		49	43		25	27	42	36
East Carter County R-I			35		15	64	17	28		48	42		45	50	21	59
East Elementary School			10		30	70	16	58		61	55		52	70		75
Eminence Elementary Sc			65		71	38	73	52		73	63		74	60		46
Fairmount Elementary M			13		8	8	11	36		38	60		24	45		38
Fredericktown Elementa			53		47	48	42	57		37	54		36	38	24	41
Garfield Elementary																
George Melcher Element			23		27	21	24	38		52	32		2	1		9
Gilman City Elementary						69		12		3	3			5		71
Gorin Elementary			75		75	5	75	10		76	72		67	68.5	1	6
Green City Elementary			61		35	52	54	20		35	36		30.5	15	37	22
Griffith Elementary			11		56	7	19	23		16	12		13	9	57	1
Holman Elementary			3		26	25.5	21	13		12	11		9	46	38	65
James Elementary			52		67	51	61	27		66	68		32	4		23
Johnson-Wabash Element			37		57	28	35	32		25	27		6	8	40	11
Junction Hill Elementa			7		2	14	4	54		8	9		21	7	11	56
King City Elementary			16		3	25.5	30	37		33	25		39	28	44	52
La Plata R-II Elementa			38		39	63	34	55		54	65		19	55	29	33
Lee Hamilton Elementar			41		69	56	51	60		39	67		64	56		57
Lockwood Elementary Sc			66		16	36	27	25		42	52		71	74	16	54
Lonedell Elementary			47		20	17	23	29		20	39		35	30	41	69
Long Lane Elementary			44		19	3	26	7		50	13		23	2		10
Mallory Elementary			12		11	31	12	44		17	14		37	40	8	48
Marquand-Zion Elementa			62		10	35	44	65		70	69		66	63	13	42
Mary Harmon Weeks Elem			54		72	76	47	76		67	64		55	65		76

	Grade 1															
School Name	ISF Beg Rank	ISF MID Rank	INF Beg Rank	INF End Rank	PSF Beg Rank	PSF End Rank	NWF Beg Rank	NWF End Rank	ORF Beg Rank	ORF Mid Rank	ORF End Rank	RTF Beg Rank	RTF Mid Rank	RTF End Rank	WUF Beg Rank	WUF End Rank
Masterson K-2			20		17	42	7	49		18	31		58	59	19	66
Mathis Elementary			30		23	30	22	45		51	58		68	68.5	43	50
Miami Elementary			72		37	10	65	19		46	37		20	23	55	21
Milan C-2 Elementary			64		44	20	55	30		55	44		46	16	50	24
Monett Elementary Scho			70		41	57	49	6		41	53		61	61		62
Mound City Elementary			14		25	2	56	1		24	4		5	3	31	25
Mountain Grove Element			74		54	27	72	51		65	66		70	64	35	34
North Mercer R-III Ele			6		14	9	3	2		1	2		1	11	34	2
Oak Hill Elementary			8		6	29	10	8		14	21		27	52	3	19
Parkview Elementary Sc			1		13	13	9	15		22	24		16	22	45	26
Pate Early Childhood C			29		21	11	25	17		29	23		14	21	28	28
Portageville Elementar			25		40	24	15	21		6	6		18	37	30	3
Primitivo Garcia Eleme			26		22	40	29	66		53	56		54	58		58
Richardson Elementary			32		73	72	64	74		71	75		69	51		64
Richland Elementary			40		4	22	63	11		19	5		30.5	14	46	4
Ripley Co. R-IV Elemen			24		74	74	67	48		5	7		29	25	27	17
Risco Elementary			45		32	43	1	5		4	18		33	73	54	8
Ross Elementary			63		53	75	48	75		28	50		8	44	47	51
Scotland County Elemen			31		18	15	43	22		21	22		22	32	10	16
Seymour Elementary			71		61	55	69	50		60	51		63	48	53	60
Sheldon Elementary			58		46	66	50	33		23	16		38	17		70
South Elementary																
Stewartsville Elementa			36		5	19	40	35		64	48		60	47	22	29
Sullivan Primary Schoo			48		31	32	33	34		31	35		41	31	32	39
Trailwoods Environment			27		28	62	46	72		68	71		50	71		74
Troost Elementary			5		65	23	37	61		57	62		10	13	12	30
Tuscumbia Elementary			68		45	1	71	26		59	34		11	53	4	15
Union Star Elementary			69		52	16	74	64		45	49		51	20	33	27
Van Buren Elementary			42		50	59	31	42		7	15		7	24	20	31
Verona Elementary			51		24	50	18	59		32	40.5		43	41		55
Walnut Grove Elementar			33		62	37	53	62		40	45		40	49	23	35
Weaubleau Elementary			57		9	60	20	56		10	20		3	33	7	72
West St. Francois Coun			34		7	61	8	39.5		13	26		28	34	18	14
Wheatley Elementary			22		58	68	39	71		72	74		48	76		49
Wilder Elementary			59		66	54	66	9		11	10		26	6	48	68
Wildwood Elementary Sc			60		36	41	32	18		27	19		15	36	39	43
Woodland Elementary			18		34	71	36	63		26	59		56	67	15	13

	Grade 2															
School Name	ISF Beg Rank	ISF MID Rank	INF Beg Rank	INF End Rank	PSF Beg Rank	PSF End Rank	NWF Beg Rank	NWF End Rank	ORF Beg Rank	ORF Mid Rank	ORF End Rank	RTF Beg Rank	RTF Mid Rank	RTF End Rank	WUF Beg Rank	WUF End Rank
Airport Elementary							29		35	51	34	65	71	53	57	39
Arcadia Valley Element							20		46	53	54	57	52	39	18	20
Attucks Elementary Sch							60		70	73	74	53	72	69	45	70
B. Banneker Elementary							63		33	65	65	1	45	33	61.5	68
Bakersfield Elementary							8		42	60	62	26	30	28	10	41
Bermuda Elementary							40		20	58	24	28	53	7		17
Blenheim Elementary							65		64	70	69	10	35	34	61.5	49
Bradleyville Elementar							13		11	1	2	33	6	11	12.5	2
Brookfield Elementary							52		48	45	43	32	22	38	23	22
Bunker Elementary							2		3	2	4	9	26	59	36	64
Caruthersville Element							74		73	75	75		74	75	58	73
Central Elementary-FergFlo							3		7	9	15	2	17	43	8	13
Central Elementary-PierceCity							12		29	31	52	30	33	52	53	44
Climax Springs Element							55		50	39	38	40	70	72	24	1
Cool Valley Elementary							49		51	49	7	51	27	22	33	45
Couch Elementary							42.5		36	23	21	52	5	21	17	9
Duchesne Elementary							23		15	6	18	14	14	37	21	61
East Carter County R-I							28		53	41	30	39	31	35	29	36
East Elementary School							22		24	62	63	23	67	44	16	67
Eminence Elementary Sc							71		68	61	59	46	68	48		53
Fairmount Elementary M							19		41	63	64		44	68		72
Fredericktown Elementa							57		57	44	46	37	48	50	59	55
Garfield Elementary																
George Melcher Element							70		67	64	44		42	12		57
Gilman City Elementary										4	10		1	14		
Gorin Elementary							72		74	74	73	64	73	64	1	24
Green City Elementary							25		1	13	25	5	2	3	4	10
Griffith Elementary							15		18	21	3	62	60	74	3	6
Holman Elementary							9		30	22	12	24	16	19	43	26
James Elementary							66		71	72	67	66	34	31	46	59
Johnson-Wabash Element							45		21	25	31	15	7	20	30	47
Junction Hill Elementa							50		23	26	26	42	24	2	6	32
King City Elementary							33		8	19	14	3	3	8	9	21
La Plata R-II Elementa							59		65	66	66	58	51	65	47	48
Lee Hamilton Elementar							54		39.5	36	37	31	9	4		33
Lockwood Elementary Sc							39		49	55	60	63	69	66	42	40
Lonedell Elementary							10		27	15	11	43	10	5	31	4
Long Lane Elementary							17		9	8	1	6	12	29		56
Mallory Elementary							4		6	14	9	27	25	41		12
Marquand-Zion Elementa							34		10	17	19	11	13	13	2	37.5
Mary Harmon Weeks Elem							6		5	56	36	21	65	57	49	60

	Grade 2															
School Name	ISF Beg Rank	ISF MID Rank	INF Beg Rank	INF End Rank	PSF Beg Rank	PSF End Rank	NWF Beg Rank	NWF End Rank	ORF Beg Rank	ORF Mid Rank	ORF End Rank	RTF Beg Rank	RTF Mid Rank	RTF End Rank	WUF Beg Rank	WUF End Rank
Masterson K-2							18		16	16	17	22	47	51	34	66
Mathis Elementary							48		60	52	53	49	63	61	44	11
Miami Elementary							27		19	18	23	38	40	15	35	62
Milan C-2 Elementary							51		58	38	56	25	37	17	28	29
Monett Elementary Scho							5		47	28	29		39	23		35
Mound City Elementary							47		22	11	5	29	8	10	5	37.5
Mountain Grove Element							68		66	42	55	44	56	54	40	16
North Mercer R-III Ele							14		44	20	20	19	15	6	48	5
Oak Hill Elementary							67		72	40	39		20	49	51	7
Parkview Elementary Sc							11		32	35	45	35	38	30	25	28
Pate Early Childhood C							37		25	37	40	20	43	36	15	15
Portageville Elementar							44		45	32	51	55.5	19	40	22	50
Primitivo Garcia Eleme							38		43	57	16		41	1		14
Richardson Elementary							1		55	69	70	60	64	26		3
Richland Elementary							24		2	3	8	7	11	25	56	31
Ripley Co. R-IV Elemen							31		4	10	32	17	4	16	20	8
Risco Elementary							46		39.5	30	13	55.5	46	56	38	71
Ross Elementary							42.5		56	29	42	8	18	24	27	25
Scotland County Elemen																
Seymour Elementary							62		62	47	49	48	59	45	55	65
Sheldon Elementary							36		13	7	27	4	23	58		43
South Elementary																
Stewartsville Elementa							7		14	24	33	16	57	47	11	54
Sullivan Elementary Sc							53		54	34	41	54	21	32	32	19
Trailwoods Environment							73		61	68	71		75	71		58
Troost Elementary							26		26	54	28	12	58	9	54	46
Tuscumbia Elementary							69		69	59	57.5	50	29	18	7	23
Union Star Elementary							16		12	43	57.5	34	28	70	12.5	69
Van Buren Elementary							58		28	5	22	41	66	73	39	42
Verona Elementary							64		63	50	50		62	46	41	63
Walnut Grove Elementar							61		38	46	47	45	55	67	37	52
Weaubleau Elementary							56		52	48	61	36	32	42	26	51
West St. Francois Coun							35		31	27	48	18	54	60	14	30
Wheatley Elementary							41		34	71	68	61	49	55	60	27
Wilder Elementary							30		59	33	35	59	36	27	50	34
Wildwood Elementary Sc							21		17	12	6	47	61	63	52	18
Woodland Elementary							32		37	67	72	13	50	62	19	74

	Grade 3															
School Name	ISF Beg Rank	ISF MID Rank	INF Beg Rank	INF End Rank	PSF Beg Rank	PSF End Rank	NWF Beg Rank	NWF End Rank	ORF Beg Rank	ORF Mid Rank	ORF End Rank	RTF Beg Rank	RTF Mid Rank	RTF End Rank	WUF Beg Rank	WUF End Rank
Airport Elementary									58	57	55	29	62	54	25	40
Arcadia Valley Element									64	58	56	63	58	62	43	25
Attucks Elementary Sch									68	70	72	70	55	71	8	20
B. Banneker Elementary									25	64	65	16	52	48	49	70
Bakersfield Elementary									56	55	41	30	26	29	62	49
Bermuda Elementary									14	12	9	4	6	13		9
Blenheim Elementary									23	38	35	36	56	46	24	37
Bradleyville Elementar									60	25.5	12	47	53	43		12
Brookfield Elementary									47	44	47	17	12	38	40	45
Bunker Elementary									45	24	13	42	20	22	33	35
Caruthersville Element									72	75	75		75	75	63	73
Central Elementary-FergFlo									63	50	39	62	64	52	29	31
Central Elementary-PierceCity									31	39	46	38	34	39	30	34
Climax Springs Element									73	71	73	46	72	69	59	
Cool Valley Elementary									36	53	5	40	65	14	23	2
Couch Elementary									4	2	4	21	1	4	57	15
Duchesne Elementary									37	25.5	38	23	13	10	34	23
East Carter County R-I									32	42	27	5	31	28	31	32
East Elementary School									46	68	70	25	67	53	19	69
Eminence Elementary Sc									8	13	19	50	40	58		60
Fairmount Elementary M									44	62	62	11	61	56	32	10
Fredericktown Intermed									38	36	52	39	37	45	52	57
Garfield Elementary																
George Melcher Element									65	69	66	1	71	49		66
Gilman City Elementary										20	23		23	15		19
Gorin Elementary									12	11	26	57	54	16	3	5
Green City Elementary									67	63	71	53	18	9	37	6
Griffith Elementary									20	8	22	56	46	72	6	30
Holman Elementary									29	21	15	14	16	31	17	24
James Elementary									71	74	74	67	74	73	60	71
Johnson-Wabash Element									52	30	33	55	28	41	55	41
Junction Hill Elementa									21	18	6	52	5	5	10	18
King City Elementary									27	43	40	10	19	8	22	14
La Plata R-II Elementa									7	16	20	6	29	44	54	63
Lee Hamilton Elementar									3	5	21	9	17	20		52
Lockwood Elementary Sc									9	15	16	34	10	26	5	21
Lonedell Elementary									66	66	67	66	73	50	56	28
Long Lane Elementary									15	9	10	22	32	23		68
Mallory Elementary									10	31	31	51	39	55	64	55
Marquand-Zion Elementa									19	35	29	28	11	34	12	46
Mary Harmon Weeks Elem									33	52	53	37	25	30	28	17

	Grade 3															
School Name	ISF Beg Rank	ISF MID Rank	INF Beg Rank	INF End Rank	PSF Beg Rank	PSF End Rank	NWF Beg Rank	NWF End Rank	ORF Beg Rank	ORF Mid Rank	ORF End Rank	RTF Beg Rank	RTF Mid Rank	RTF End Rank	WUF Beg Rank	WUF End Rank
Masterson K-2																
Mathis Elementary									50	33	17	64	59	51	48	54
Miami Elementary									39	45	8	27	9	1	45	1
Milan C-2 Elementary									62	49	48	32	14	17	46	16
Monett Elementary Scho									35	40	43		44	33		61
Mound City Elementary									26	4	1	7	3	6	13	8
Mountain Grove Element									74	60	63	60	57	35	36	13
North Mercer R-III Ele									30	10	14	13	2	7	50	22
Oak Hill Elementary									5	3	2		27	63	1	44
Parkview Elementary Sc									51	56	61	41	47	40	39	48
Pate Early Childhood C									16	19	28	8	24	18	15	26
Portageville Elementar									28	14	34	19	21	25	11	38
Primitivo Garcia Eleme									55	65	60	35	49	32	7	58
Richardson Elementary									1	72	51	59	63	64	4	4
Richland Elementary									2	1	3	20	8	21	21	42
Ripley Co. R-IV Elemen									41	48	32	15	38	27	18	11
Risco Elementary									43	47	54	61	42	36	58	51
Ross Elementary									40	41	49	33	15	59	27	50
Scotland County Elemen																
Seymour Elementary									42	37	37	43	45	42	41	47
Sheldon Elementary									34	46	57	49	60	70		64
South Elementary									17	23	36	48	50	66	44	56
Stewartsville Elementa									22	22	25	26	22	2	47	39
Sullivan Elementary Sc									59	34	45	65	36	57	53	33
Trailwoods Environment									57	67	69		66	68		67
Troost Elementary									53	61	44	24	41	19	20	27
Tuscumbia Elementary									18	6	7	2	4	3	2	3
Union Star Elementary									13	17	11	18	7	11	16	
Van Buren Elementary									6	7	18	54	43	60	14	29
Verona Elementary									48	32	42	69	70	37	26	36
Walnut Grove Elementar									61	54	58	68	68	67	42	53
Weaubleau Elementary									24	29	50	3	30	61	35	59
West St. Francois Coun									54	51	59	45	48	47	38	65
Wheatley Elementary									70	73	64	12	69	74		43
Wilder Elementary									49	27	30	44	33	24	51	62
Wildwood Elementary Sc									11	28	24	31	35	12	9	7
Woodland Elementary									69	59	68	58	51	65	61	72